



***Campagna Academy Charter School
School Improvement Grant 2010***

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Campagna Academy Charter School Lexicon

- **ADTP** Alternative Day Treatment Program: a court ordered program on Campagna's campus. Students attend both school and individual and group therapy sessions.
- **AP** Advanced Placement course
- **B2CC** Bridge to Calumet College
- **B2IT** Bridge to Ivy Tech
- **CACS** Campagna Academy Charter School
- **CCSJ** Calumet College of St. Joseph
- **CHINS** Child in Need of Services-a child prior to his/her 18th birthday who is experiencing one or more of the following situations and the situation is unlikely to be remedied without the coercive intervention of the court; neglect, abuse, or sexual abuse.
- **Community Students** Students at Campagna Academy Charter School who are not court ordered to a program on campus and attend voluntarily
- **CORE40** Indiana diploma with requirements that are academically rigorous
- **DSM** Diagnostic and Statistical Manual of Mental Disorders
- **ECA** End of Course Assessments
- **GE** Grade equivalent score. The first number refers the grade level, the second number refers to the month of that grade
- **GQE** Graduation Qualifying Exam
- **HR** Human Resource Department
- **IEP** Individual Educational Plan for Special Education students
- **MAT**
- **NIE** Newspapers In Education- educational partnership between the newspaper industry and schools.
- **NWEA** Northwest Evaluation Association-a computer based adaptive assessment used for math and language arts.
- **PAP** Personalized Academic Plan
- **PowerSchool** Database for student records
- **PRC** Performance Review Committee
- **PSAT** Preliminary SAT
- **Residential Students** Students who are court ordered to campus living facilities and also attend Campagna Academy Charter School
- **SAT** Scholastic Aptitude Test
- **SY** School Year
- **TABE** Test of Adult Basic Education-Computer based diagnostic assessment test; measures math, reading, comprehension, language and spelling skills.

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation __Campagna Academy_____ Number _9300_____

School Name __Campagna Academy Charter School_____

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

X ☒ Transformation

☐ Closure

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-Poverty, High-Performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall <i>n</i> =18	83%	15/18	High	<ul style="list-style-type: none"> • Approximately 30% student population is special education.
				<ul style="list-style-type: none"> • High majority of student population is below poverty: 66% free or reduced lunch
				<ul style="list-style-type: none"> • High-majority of the student population is adjudicated (50%) or transient (87?)

Mathematics

Overall <i>n</i> =18	94%	16/18	High	<ul style="list-style-type: none"> • Approximately 30% student population is special education.
				<ul style="list-style-type: none"> • High majority of student population is below poverty: 66% 2008-2009 free or reduced lunch
				<ul style="list-style-type: none"> • High-majority of the student population is adjudicated (50%) or transient (73.5%)

What are the key findings from the	What is at the "root" of the findings? What is the
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student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	underlying cause?
<p>Key Findings: Math</p> <ul style="list-style-type: none"> 94% of students tested have not achieved proficiency in ISTEP+/GQE Math. TABE 2008-2009: Grade Equivalent: 4.2 <p>Key Findings: Reading</p> <ul style="list-style-type: none"> 83% of students tested have not achieved proficiency in ISTEP+/GQE English/Language Arts. TABE 2008-09: Grade Equivalent: 5.7 	<p>Root Causes: Math</p> <ul style="list-style-type: none"> Students enroll in CACS with <i>significant</i> deficiencies in math. Students articulate serious difficulty with math, particularly story problems. Traumatic events leading to adjudication and the transient nature of student population are directly related to poor educational outcomes. Consistent failing scores in Gary School Community Schools with math. For 2008-09 SY, 42% of CACS students came from Gary Community schools that have three Tier II high schools. 12% of students come from Hammond Community Schools which has two Tier II high schools. 10% of students were previously enrolled in East Chicago Central High School which is a Tier I school. Furthermore, 52 students migrated to CACS during the 2008-09 SY; 33% of those students came from Gary Community Schools and 27% of those students came from Hammond Community Schools. <p>Root Causes: Reading</p> <ul style="list-style-type: none"> Students enroll in CACS with <i>significant</i> deficiencies in English/Language Arts. Adjudication is one factor, but the transient population is another factor. Frequent movement contributes to poor academic record keeping as well as a loss of connectedness to school. Consequently academic proficiency has not been achieved. Students articulate their difficulty with reading, particularly with passages over three paragraphs. Consistent failing scores in Gary School Community Schools in reading. For 2008-09 SY, 42% of CACS students came from Gary Community schools that have three Tier II high schools. 12% of students come from Hammond Community Schools with two Tier II high schools. 10% of students were previously enrolled in East Chicago Central High School, a Tier I school. As well, 52 students migrated to CACS during the 2008-09 SY; 33% of those students from Gary Community Schools and 27% of those students from Hammond Schools.
<p>Key findings: CACS Data</p> <ul style="list-style-type: none"> Students present at Campanga Academy 	<p>Root Causes: CACS Data</p> <ul style="list-style-type: none"> More than 80% of students have attended more than one



<p>Charter School having experienced failure at other schools.</p> <ul style="list-style-type: none">• Average age of freshman class is 16.0 (Source: PowerSchool)• Students often experience a social, psychological or emotional barrier that hinders their academic success and negatively impacts their ability to graduate from high school on time.	<p>high school prior to attending CACS.</p> <ul style="list-style-type: none">• 35% of 2009-10 freshmen are not slated to graduate with their graduation cohort; 31% have repeated the 9th grade 2 or more times; 13% are two or more years behind their graduation cohort.• 63% of sophomores are not slated to graduate with their graduation cohort; 47% have repeated 9th or 10th grade two or more times; 17% are two or more years behind their graduation cohort.• 64% of juniors are not slated to graduate with their graduation cohort; 55% have repeated the 9th, 10th or 11th grade two or more times.• The community student population demonstrates history with the judicial system; estimated 60% of the total student 2009-2010 population has been processed in the judicial system.
<p>Key Findings: CACS Data on Residential and Alternative Day Treatment Program Students</p> <ul style="list-style-type: none">• 35% of the 2009-2010 residential and ADTP students are adjudicated or wards of the state.• Of the residential students the following statistics are instructive:<ul style="list-style-type: none">• 92% have a DSM (Diagnostic and Statistical Manual of Mental Disorders) diagnosis;• 72% are from a single parent home;• 58% are delinquent and 44% are CHINS (Child in Need of Services);• 53% have been previously placed out of the home.• 34% have been a victim of substantiated abuse;• 33% are taking psychotropic medication	<p>Root Causes: CACS Data on Residential Students</p> <p>Students have additional barriers to their education that hinder academic success and graduating from high school on time.</p> <ul style="list-style-type: none">• Societal ills, poor parenting, poor family structures, single parent families, multiple foster care placements, multiple school placements, and trauma at an early age are some of the factors that contribute as background to the students as each presents to Campagna Academy Charter School.• While school personnel cannot address these root causes, Campagna can provide expertise on educational delivery through individualized assessment, concentrated academic focus, and credit recovery.
<p>Key Findings: CACS Difficulties</p> <p>School Leadership</p> <ul style="list-style-type: none">• Since the 2005-2006 school year, CACS	<p>Root Causes: CACS Difficulties</p> <p>School Leadership</p> <ul style="list-style-type: none">• Hire of inexperienced principals; difficult to retain

<p>has had three principals and two Interim principals.</p> <ul style="list-style-type: none"> • Lack of team approach • Inexperienced principals have not provided the leadership or the structures for quality instruction. • Systems that are predictable or sustainable have not been implemented. • School structures and systems have been inconsistent, undeveloped or uneven in practice. <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum, goals, outcomes, and practices have changed as principals have changed. • There is a confused school culture evidenced by internal turmoil, diffused leadership and reluctance to lead. • Curriculum taught in classrooms may not be aligned with state standards. <p>Teachers</p> <ul style="list-style-type: none"> • Teacher turnover rates have been consistently high. • For the 2008-09 SY to the 2009-10 SY, there has been 80% turnover rate for instructional faculty. Support staff has also had an 80% turnover rate. • Teachers have not had consistent or experienced leadership. • Teachers are not held accountable for student progress. <p>Professional Development</p> <ul style="list-style-type: none"> • Professional development structures have not been aligned with curricular and instructional needs such as working with students diagnosed with Oppositional Defiance Disorder. 	<p>highly qualified experience principal.</p> <ul style="list-style-type: none"> • The student population presents with a series of challenges: arrested emotional development, oppositional defiant disorder, and blatant disrespect for authority, traumatic personal experiences and a host of psychological challenges. These characteristics present too many challenges for inexperienced leadership. • Result: Inconsistent discipline, policies, and supporting documents. • Leadership style of the most recent principal undercut teacher authority. Teachers lack professional accountability. <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum plan consistent with state standards has not been implemented. • Teachers have not been required to turn in lesson plans aligned to state standards until the 2009-10 SY. • Curriculum planning with the teachers specifically for CACS students did not occur. • New faculty was hired only days before school began. <p>Teachers</p> <ul style="list-style-type: none"> • A quality program to recruit, hire and retain high quality teachers is not in place and/or has not been effective. • 40% of 2009-10 SY instructional faculty have less than three years of teaching. • CACS has a challenging and often unmotivated student population. • Lack of consistent school leadership has affected teacher/staff retention rate. <p>Professional Development</p> <ul style="list-style-type: none"> • School leadership has been inconsistent; therefore a professional development plan has not been consistent nor aligned with the needs of the school. • As a direct result, student/parent handbooks have not been circulated each year and have not been enforced.
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Student Leading Indicators

	2007-2008	2008-2009	2009-2010**
1. Number of minutes within the school year that students are to attend school	72,189	72,189	83,538
2. Dropout rate*	2% (n=2) 2-Unknown or no shows	15% (n=22) 11-Court ordered 9-Unknown/no shows 1-Poor health 1-Record of school failure	To be tabulated at end of year.
3. Student attendance rate*	97.8% 9 th grade-99.6% 10 th grade-98.8% 11 th grade-98% 12 th grade-98%	93.2% 9 th grade-90.3% 10 th grade-91.2% 11 th grade-94.1% 12 th grade-96.6%	84% 9 th grade-71% 10 th grade-85% 11 th grade-94% 12 th grade-93%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	0%	0%	0%
5. Discipline incidents*	57 Suspensions 0 Expulsions Suspensions: 9 th grade – 22 10 th grade – 10 11 th grade – 11 12 th grade – 8 IEP - 9	57 Suspensions 0 Expulsions Suspensions: 9 th grade – 22 10 th grade – 10 11 th grade – 11 12 th grade – 8 IEP - 9***	131 Suspensions 0 Expulsions Suspensions: 9 th grade - 84 10 th grade – 31 11 th grade – 11 12 th grade – 5
6. Truants*	12	70	Tabulated at end of year.
7. Distribution of teachers by performance level on LEA's teacher evaluation system	Two separate evaluation tools were used. Both tools share high levels of specificity.	One highly developed tool was designed. A review suggests adequate variability in the scoring process; this would suggest validity.	Campagna Academy, Inc does have a well developed evaluation tool for all in employ. Formal evaluations are being conducted presently.
8. Teacher attendance rate	93% (13/189 days)	78% (42.25/189 days)	81% (30.5/154 days*) *As of April 26, 2010

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

**As of 03/31/2010 Preliminary data collected by school - not state data.

***Data appears to be exact submission as previous year. Concern about accurate, reliable quality data.

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?
<p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><i>Inappropriate example:</i> “Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>Students’ attendance is affecting school performance.</p> <p>There are no opportunities for advanced coursework.</p> <p>Excessive suspensions affect attendance and academic performance.</p> <p>The dropout rate has increased from year to year.</p> <p>Teacher attendance rates are questionable.</p>	<ul style="list-style-type: none"> • School attendance has not been a priority; there have been few or no consequences for excessive absences or tardies. • Students are absent due to transportation issues, lack of motivation for academics and personal reasons. • CACS does not have high ability course offerings to academically challenge students. Also, instruction is not differentiated to engage all levels of student learning. • The school has not been able to support AP class offerings or dual enrollment credit opportunities. CACS lacks the administrative leadership, the funds and community partnerships to secure AP courses. • Disciplined students receive the majority of attention by school staff and administration. There is no program in place to reward students for academic achievement. • CACS does not have alternative discipline to suspensions. There is no staff member designated to focus on discipline and alternatives to suspension. • Students do not have a sense of community in the school; therefore the students use the school as an alternative for the period of time before they can return to their home school. Students are not connected to the school environment. • There are no effective interventions and alternatives for students dropping out of school. Personal rapport is not cultivated. Students feel little “obligation” to school and academic success. • Teachers are absent because of high stress environment, lack of financial incentives, lack of effective evaluation, and poor leadership which results in poor morale.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				1. Spends great deal of time in classrooms. 2. Conducts frequent walk-troughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X	X X X		1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	X				1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.			X	X	1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X	X		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.
	X	X			
		2.5			

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students; we don’t really get into the students’ different cultures.”	What is at the “root” of the findings? What is the underlying cause? <i>Appropriate example</i> “We don’t know how to align our curriculum across grade levels.” <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”
Observation in classrooms did not occur. Leadership spent too much time on discipline. Lack of clear school wide curriculum and interdisciplinary curriculum and lesson plans.	<ul style="list-style-type: none"> • Inconsistent or weak leadership prompted a lack of teacher observation, feedback and evaluation. Teachers are not held accountable for lack of student achievement. • Inconsistent leadership affected consistent discipline policies. Principal needs a leadership team to assist in day to day operations. • Causes: Teacher isolation; lack of collaboration; lack of team approach; lack of communication among teachers, leadership and staff. Lack of professional development for teachers and leaders in

<p>Curriculum not differentiated for struggling learners.</p> <p>Students are not engaged at all times in classrooms.</p> <p>Teachers do not use the students' standardized test scores or information gathered by testing to adjust lesson plans and curriculum.</p>	<p>how to develop school wide, academically rigorous curriculum.</p> <ul style="list-style-type: none"> • Teachers are not instructed on how to differentiate instruction and not assisted in developing differentiated lessons for struggling learners. • Textbooks need to be high interest and lower level for struggling learners; textbook choices are few. • Teachers are not given educational and social background on students. • Lack of professional development for teachers and leaders in how to develop school wide, academically rigorous curriculum. <p>School lacks state of the art technology that encourages engagement. School does not have enough textbooks for all students.</p> <ul style="list-style-type: none"> • Lack of professional development for teachers in student engagement directly related to needs of this student population. <p>Student test scores or information were not distributed or shared with teachers and parents.</p> <ul style="list-style-type: none"> • School decisions were not data driven. This further impacted effective teaching, lesson plans and curriculum planning.
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B. Selection of School Improvement Model

Intervention model selected

Transformation Model

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

Transformation Model at Campagna Academy Charter School A Personalized, Engaged Learning Community

After intensive examination of the findings, root causes, and self-assessment, the stakeholders, faculty/staff and administration agreed that the Transformation Model would build upon the productive existing structures, provide new leadership, encourage consistency with selected teachers and staff, strengthen curricular and instructional practices, and demand the accountability for demonstrated success for each student.

Overview of CACS

Campagna Academy charter School (CACS) serves students most at-risk of school failure. More than 80% of the students have had one or more other high school experiences where they were “invited” to leave; 10% of the students have been in four or more high schools before entering CACS as a freshman. More than 30% have been placed at Campagna by the courts. Some teachers have failed these students in the past; parents have sometimes failed them and so have our systems failed to educate them. Campagna provides small teacher/student ratios to address the academic and emotional issues the students demonstrate. Transformation is needed in the school, for the students and their parents.

The following cluster of statistics provides the backdrop for the elements, rationale and strategic decisions for this proposal:

1. High principal turnover rate: three principals, two interim principals in five years;
2. 80% faculty/staff turnover rate in the past two years;
3. 131 suspensions for the 2009-2010 school year;
4. 73% migration in/migration out in 2009-2010 school year (139/189 days)

Collectively, these data suggest the need for immediate, comprehensive, and transformative change. The lack of consistency is also reflected in the turnover rate for faculty and staff (80% for 2009-2010). The inconsistent discipline approach has produced confusion about the role of faculty and students. A defined school culture is lacking because of the high turnover rates. Teachers and staff lack the rootedness that accompanies consistent, effective leadership. Student data on End of Course Assessments (ECA), Graduation Qualifying Exam (GQE), Northwest Evaluation Association (NWEA) and Test for Adult Basic Education (TABE) indicate low performance in language Arts (TABE 2008 - 2009, 5.7 grade equivalent score) and math (TABE 2008-2009, 4.2 grade equivalent score). Faculty, student and parent handbooks fail to communicate depth, breadth, nor a consistent approach to discipline and student accountability. Analysis also reveals that curricular and instructional practices aligned to state standards were



implementation in a haphazard manner at best and were inconsistent with the needs of at-risk students who have failed in a series of schools and as part of the Transformation Model, CACS will focus on retaining our most effective teachers and staff to create a successful learning environment

Addressing this confluence of challenges requires high expectations that provide predictable, accountable, and academically effective practices for students and parents.

The Mission

The mission of Campagna Academy Charter School (CACS) is clear and succinct:

Restoring hope, building dreams for students at risk of not receiving their high school diploma.

This noble mission inspires and attracts parents and students toward change. However, the challenges facing CACS must be addressed to continue its mission.

CACS's student population is made up of three populations of students: residential students assigned to Campagna by the courts, Alternative Day Treatment Program students assigned by the courts, and community students who have moved from one school to another, typically after events that caused the parent to withdraw their child from the former high school and who also have an intimate understanding of the juvenile justice system. Some community students however, have chosen CACS for its structure and smaller class size.

The needs of CACS's population are great, to say the least. Research on best practices provides a blueprint for CACS that will infuse energy, engage parents and the community, and motivate students to the success of securing their diploma. But this approach does not come easily. It presumes a combination of talented, dedicated faculty and staff, human and physical resources, clarity of purpose, proven systems and structures, and determination of spirit that transformation can occur with students who have been beset with many life challenges.

Best Practices for At Risk Students

Formal definitions of at-risk students vary, but the following constellation of definitions provides clarity for the students at CACS. Richard Sagor (2009) suggests "a mismatch between learning and learning system" defines at-risk students while Jan Murdock (1999) defines at-risk as having a "greater likelihood of becoming [educationally] disabled because of conditions surrounding their births or home environments." Ormrod, (2006) defines at-risk as those "Students who have a high probability of failing to acquire minimal academic skills necessary for success in the adult world." Collectively, these definitions communicate the multi-layered challenge of educating at-risk youth.

Clearly, academic failure is the observable consequence. But the combination of poor academic performance (Sagor, 2009) entangled with a lack of emotional and social skills and a long process of disengagement from the learning culture (Hammond, Smink, and Drew, 2007)), creates an academic challenge of mammoth proportion. Duke and Griesdorn (1999) in their seminal study contend that the social/behavioral dimension is critical enough to be one of the major continuums on which alternative educational programs should be judged. Research indicates that high academic expectations are hallmarks of successful alternative programs. High

expectations integrated with constructivist strategies that include service learning, cooperative grouping, the Socratic method, study groups, and peer tutoring provide the fertile school culture that engages students in learning and academic success Slavin (2008).

Foundational Principles

This research provided the foundation for this exciting and creative design. CACS has defined three foundational principles that form and inform all aspects of decision-making:

Individualization, Engaged Student-Centered Learning (constructivist), and a Professional Learning Community (*Appendix A*).

- ***Individualization:*** Students present with varied educational experiences, failure, and emotional behavioral issues. Therefore, an education team trained in educational design will create a Personalized Academic Plan (PAP) for/with each student (and parent/guardian) after acceptance. This plan includes measureable goals, and high expectations for academic performance and behavior, and it will engage the parent and student with a commitment to the PAP (*Appendix Q*). Research indicates that when students are engaged in the assessment and setting goals of their own learning, they demonstrate strategic gain (Hammond, Smink, Drew, 2007).
- ***Engaged Student-Centered Learning:*** Faculty and staff will demonstrate the expertise needed to engage students in project-based, constructivist learning experiences.
- ***Professional Learning Community (Appendix D):*** To achieve a systematic and predictable school culture, faculty will use within -discipline and across-discipline project-based planning. The resulting integration will assist students with engagement in real world experiences shaped with the intent of developing higher order thinking and problem-solving skills.

Educational Components (Appendix A)

The identified principles, rooted in best practice research, will provide the best opportunity for every student to succeed. The principles are complemented by the 5 educational components that further complement and integrate the foundational principles: holistic approach, emotional intelligence development, academic or vocational rigor, before and after school tutoring and study groups, and extracurricular Activities.

- ***Holistic Approach:*** More than 50 % of the students come to school without breakfast. The Breakfast Program complements the Lunch Program and also includes a snack after school. Through the Newspapers in Education (NIE) plan, CACS provides a daily newspaper available during breakfast, and integrated in classroom lesson plans. A mentor with expertise in the student's future chosen profession helps to align the body, mind and spirit of each student.
- ***Emotional Intelligence Development:*** In this educational component, which focuses on the social/behavioral dimension of the person (Duke and Griesdorn (1999), students self-select from a cluster of course choices all integrated with particular weekly themes (i.e. boundaries, self-restraint, and moral development).
- ***Academic or Vocational Rigor:*** Guerin and Denti (1999) state that high expectations are the hallmark of academic success, which can be complemented by service learning. Night School, Bridge to Calumet College (B2CC, *Appendix E*)) and Bridge to Ivy Tech (B2IT, *Appendix R*), service learning, Advanced Placement (AP) classes, writing across

the curriculum, and identified scores on a cluster of performance indicators provide the focus for achieving the rigor that will lead to the diploma and further education.

- ***Before and After School Tutoring and Study Groups:*** Students self-select into supervised study groups, while the seniors in the B2CC and B2IT programs tutor/mentor freshmen.
- ***Extra-Curricular Activities:*** Students self-select clubs or athletic opportunities to expand experiences and engage in community and service learning.

In designing this proposal and its resources for the students, the administrative team fully expects to see change as a result of the Transformation Model chosen. The investment in these seriously at-risk high school students will help them move toward a college degree or vocational training to break the cycle of violence and self-destructive behaviors. The administrative team believes CACS makes a significant contribution to society by its noble mission and its commitment to restoring hope and building dreams.

Initial Year of the Grant

Build Capacity: To achieve the goal of a 75% CORE 40 graduation rate in the first year, a cluster of initiatives will provide the much-needed human and physical resources: upgrading technology, increasing the number of highly qualified faculty, establishing the baseline for a five year student-outcomes study (*Appendix P*), implementing a Night School (*Appendix X*), utilizing a curriculum design expert, making available a behavioral therapist, and expanding to offer chemistry and AP classes. These initiatives will be accomplished during the first year of the grant. The enhanced human and physical resources will make it possible for all faculty and staff to focus on the goal of 75% CORE 40 graduation rate. These changes in the physical plant and human resources also will enable the school to respond to the State goal of 25% of graduates engaged in AP courses.

Curricular Design: Analysis of curricular design reveals a textbook-dependent curriculum that does not address the specific needs of CACS's population. A professional in curriculum design will assist faculty in the design and implementation of a comprehensive curriculum to meet the needs of CACS's population. Appropriate texts, resources, activities and instructional strategies will provide for differentiated learning and the creation of a "learning community" at CACS.

Instructional Strategies: Students who present at CACS typically have failed in the local educational systems (5.7 G.E. English/Language Arts and 4.2 Math 2008-2009 TABE scores). Thirty percent have documented special educational needs, and more than 50% have been involved with the legal system. The unique educational needs of the students demand evaluation of adequate personnel appropriately trained in teaching strategies responsive to students needs. These high-risk students require engaged learning experiences aligned with state standards and rooted in a learning culture steeped in knowledge of best practices. Dewey's Constructivist theory and Cooperative Learning theory (Johnson, Johnson, & Holubec, 1992, 1993) combine with theories associated with the exceptional learner to address individual student learning needs. Faculty will demonstrate the ability to motivate students to learn and engage all learners in every class period every day through real world problem-solving experiences.

Professional Development: To accomplish the goal of curricular alignment with state standards while responding to the unique needs of the students, a comprehensive professional development plan has been designed to be implemented throughout the 2010-11 school year, beginning with summer 2010. A comprehensive and rigorous evaluation process will provide the necessary feedback for planning future topics. Faculty and staff will be surveyed twice a year for professional development ideas and needs. The Professional Development Plan for 2010-2011 highlights the goals of utilizing data for individualizing learning, developing a professional learning community, practicing the specific skills endemic to this population, and learning classroom management techniques that work with at-risk students (*Appendix Z*).

Five Year Research Project: In collaboration with CCSJ, CACS will engage in a five year study correlating a cluster of factors: effect of foundational principles and educational components, curricular design, instructional strategies, and student performance (*Appendix P*). The findings of this study will provide fruitful information about the interdependence of these factors. In addition, the data will shape the decisions for increasing student outcomes.

Parent Engagement

Research from the highly successful KIPP Schools indicates that parents are more committed to the education of their child when they create a contract explicitly stating their role in the child's education. Expanding on this concept, teachers, parents and students all sign an agreement that outlines how each will contribute to the student's academic success. Parents also recognize their own need for education; therefore, the initial year of the grant requires parents to choose between of two educational options: the Parent Educational Series (held in local neighborhoods), or college level courses at local colleges and universities (*Appendix T*).

Assessment and Evaluation

CACS has a comprehensive student assessment system (GQE, ECA, TABE, NWEA, SAT, PSAT). However the data has not impacted direct instructional practice nor parental education and engagement. Research indicates that when a child sets his/her own performance goal based on data, and evaluates his/her own performance based on feedback, the child is more likely to perform or outperform the goal (*Appendix Q*).

Parents/guardians will review historical performance and the students will set their goals for the next test. In addition, parent education programs will include developing strategies specific to individual student needs. At the time of acceptance to CACS, students develop a Personalized Academic Plan (PAP) (*Appendix Q*). that will detail courses through graduation and the necessary network of structures needed for success (before and after school tutoring, emotional development classes, etc.).

Quality Indicators

To assure a consistent ethic of assessment, a data set of quality indicators will be reported monthly to all stakeholders. One such indicator will be progress made toward the goal of 75% CORE 40 graduates.

Year Two of the Grant

While the focus of the first year is on building capacity and engaging the student, teacher and parent/guardian in goal setting for performance outcomes, the second year of the grant implements a systematic approach to enhanced success. Four focused strategies will provide the foundation for the second year of the grant: assessing the adequacy of personnel, expanding Night School (if successful), implementing a Take Home Laptop Program, expanding instructional resources and evaluating curriculum using a protocol for remediation for each student.

Adequate Personnel

Evaluation of successful student performance will determine the need for more or fewer teachers/staff for year two of the grant. [Evaluation results of the effect of the three principles and educational components will also shape the human resources required to achieve year two goals.](#)

Take Home Laptop Program

While many of the parents do have internet access (approximately 75%), parents and students in the lowest socioeconomic status do not have the disposable income to finance a laptop nor the monthly internet bill. Therefore, the second year's goal is to provide take home laptops for 25% of the student population that includes Internet access. Students and parents will be required to engage weekly with tutors in the identified content areas of either math or language arts. The laptops will assist students with homework assignments, project-based learning, research, access to Credit Recovery (PLATO), and experience with the global and digital age. The presence of a laptop in the home, educates parents as well, creating a home learning environment. Accountability and responsibility in the classroom will be enhanced.

Instructional Resource Expansion

Year two focuses on building human and physical resources, particularly the environment of digital learning. Instructional resources will complement, and build breadth and depth for student success. Upgrading the computer lab will provide state-of-the-art opportunities for assessment of student performance and the impact of the instructional resources will be determined through assessment practices. Graduate assistants from CCSJ Education Program will assist in developing and implementing an assessment of instructional resources use. Technology upgrades (Kindle, tablets or I-Pads) will be introduced consistent with instructional strategies.

Quality Indicators

The expansion of the number of quality indicators will demonstrate CACS's ability to assess and exceed the expectations established for each year. The goal of 75% of the student population achieving CORE 40 will be one such indicator during the first and second years. Another goal is that 25% of the graduates have scored a 3, 4 or 5 in AP courses. The indicators will be communicated monthly to stakeholders, faculty and staff and will be catalyst for refining instructional strategies.

Year Three of the Grant

The focus of this year of the grant will be to move consistently toward sustainability in all systems and structures. In addition to evaluating indicators of progress, budget evaluation will occur during this year to create a specific plan to assure continued success for CACS. By the third year, identified budget items will have moved from grant funding to the general fund budget to assure financial independence.

The Transformation Model

Year three of the grant presents new challenges of expansion of the program and communication of the successful model, or the redesign of the model with additional research. By year three, CACS will have 180 students and will have created a reputation for student success.

Policies, Systems and Structures

Year three provides evaluation from external teams. Calumet College of St. Joseph has expertise in this area and will lead with the process of designing the evaluation and teams. The teams will review policies, structures, systems, instructional practices, three years of the study data, and curricular design assessment, and evaluation processes. The external teams will provide recommendations and feedback to close the feedback loop and thus begin the process of strategic planning.

Five Year Research Project (*Appendix P*)

By year three of the research project, data will clearly instruct and determine practice, particularly the practice of the teaching /learning model.

Continuation of the Best Practices

Student performance and school climate will be predictable and stable with administration, faculty and staff who have institutional memory. Systems and structures will be predictable, and students and families will be engaged in the learning process. CACS will have identified the most successful best practices and will implement and communicate these practices to fledgling charter schools. A plan will be designed to communicate the successes and challenges of implementing the Transformation Model, and changing the school culture.

Expansion of Instructional resources and Digital Library

The Take Home Laptop Program begun in year two of the grant will continue to expand through the expansion of resources. Again, families will be identified who do not have digital access and will be trained in the process. Searchable databases will complement the digital library collection. Faculty and staff will be utilizing more digital learning lessons to assist with challenging concepts. Parents and students will engage in a learning library from their home.

The three year grant will provide CACS with resources, evaluation tools, a systematic approach to student success, opportunities to assess institutional direction, and the on-going accomplishment of its mission: Restoring Hope; Building Dreams.

(2) *Describe how the model will create teacher, principal, and student change.*

The Transformation Model provides the opportunity to push the ‘reset’ button for the systems and structures that shape learning at CACS. The particular mission of the CACS, educating students who have documented paths toward a life within the judicial system, is in many respects, valued by Calumet College of St. Joseph, which shares a similar mission to serve the underserved. With collaboration from Calumet College of St. Joseph (CCSJ), the educational enterprise can be enhanced, reviewed, revised and refined (**Appendix E**). Professors who teach best practices and supervise student teachers will team teach, model best practices and provide feedback for faculty and staff at CACS. CCSJ offers a plethora of resources including tutoring, research projects (**Appendix P**), supervision, assessment practices, and formal evaluation models based in current research. Graduate Assistants (MAT) will also be helpful in collaborating in particular content areas or in assessment. The new administrative team will utilize the expertise of the professors and collaboratively create instructional strategies that best respond to the unique and sometimes extensive needs of the students.

The goals, strategies, and assessment/evaluation processes mapped to the budget provide the most detail about how the model will effect enough change to be reflected in student success (**Transformation Model Blueprint, Appendix B**). The following statements emanate from the Transformation Model Plan.

Curriculum and School Culture

- Curricular decisions will be data driven; faculty will utilize assessment and formal testing data to shape instructional plans. The data directly impacts the PAP (**Appendix Q**), influences the Professional Development Plan (**Appendix Q**), instructs institutional direction in planning and assessment.
- Academic and emotional development will complement and permeate the curriculum. Students will engage in emotional development education daily. Intrusive advising will occur during Team 5 each week when students will be accountable for the week’s performance in their academic work (**Appendix S**).
- A teaching and learning community will develop and be identifiable (**Appendix S**). Faculty will develop a Professional Learning Community where within-discipline and between-discipline planning for engaged student learning occurs.
- Clear discipline policies will be communicated and implemented. All parents and students will receive a copy of the Discipline Policy and sign a contract stating their commitment to their education (**Appendix T**).
- Quality indicators will be posted and updated/reported to all stakeholders monthly. A system for monthly reporting to stakeholder will be designed and implemented to assure accountability for all involved in the school community.

Academic Enterprise

- 75% (Year 1) of the student population will be working toward a CORE 40 diploma (80% by Year 3). This is consistent with the Transformation Model. Previously, a CORE 40 diploma was not encouraged. Academic rigor was not valued; only completion. As well, courses needed for CORE 40 were not offered.
- Professional development will support and directly align to the goals, strategies, and expected curricular outcomes (**Appendix Z**). To be effective faculty and staff need job-embedded professional development that is specific to the needs of the CACS student population (i.e. differentiation, oppositional defiance, credit deficit, etc). As well, knowledge of the culture and the systems that impact the life of CACS students is paramount.

- Expanded faculty composition; expanded teaching options; advanced level classes for high achieving students will provide incentives for the high performing students. As the research has demonstrated, when students are engaged in their own learning choice, they perform at higher levels. As well, the research indicated that remediation is less effective; an advanced curriculum is most effective.
- Highly qualified teachers will have the technology to creatively engage learners in the learning process. With the addition of an instructional technologist, teacher will find new and creative ways to engage the students in the learning process. As well, the Professional Learning Community will provide a project-based learning environment that research has indicated as a best practice.
- Teacher/staff interview teams will collect data on every student entering CACS. This information will provide the basis for the network of support systems to assist the student toward success. The PAP will be designed to specifically assist each student (and family) toward their academic goals. The PAP will be reviewed and updated every semester to assure current expectations. However, the weekly meeting with Team 5 will be the primary means for accountability.
- Teacher evaluation feedback will be provided on a monthly basis. Faculty meets weekly for a review of the week and an update on student issues which change frequently. One week each month will be designated as the evaluation meeting on the academic enterprise.

Student Needs

- Students with exceptionally poor academic assessment (determined at intake) will be provided the skill building courses to assure success in content courses. A few courses have been designed to “bridge” the serious lack of knowledge (i.e. Bridge to Algebra course). While not remediation courses, these courses are a stepped up opportunity for students to perform successfully in algebra (*Appendix Q*).
- Students will be provided with choices of before school tutoring, after school tutoring, clubs, AP courses, and extracurricular opportunities. Consistent with the model we have designed, students engage in their own choices for their academic and holistic well being (*Appendix Q*).
- All students will have textbooks and additional materials for each academic subject. Presently there are not enough textbooks for all students to take books to their home. CACS need textbooks that are portable and demand their best work.
- Students will engage in formative and summative assessment. Feedback will redirect the teaching/learning process. Teacher will be trained in the student-centered process whereby they will consistently provide the feedback needed for students to be successful (*Appendix Q*).
- Special education students will receive the support, tutoring and challenges they need to succeed. The addition of a highly qualified special education coordinator with a teacher for the contained classroom with two aides funded through IDEA Part B funds will provide support. More importantly, faculty will be expected to respond to the elements required in the IEP’s of each student.

Parents as Educators

- Parent/guardian, teacher and student handbooks will be distributed; a contract will be required of parents and students (*Appendix T and U*).
- Parent or guardian choose(s) education for parenting, personal growth, or a program that addresses current issues for at-risk students (*Appendix T and U*). .
- Parent/guardian will be engaged in the learning process with their son/daughter and the school community (*Appendix T and U*). .

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Documentation of meetings. The budget was designed and reviewed by a team of administration of both the school and Campagna Academy, Inc: superintendant, principal, financial staff and human resources. Collaboration was evident.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Documentation of meetings. The budget was designed and reviewed by a team of administration. The budget does reflect the ideas for improvement that emerged from the various stakeholder meetings. The budget does support the full implementation of the design of the Transformation Model.
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		Without question, the budget items are necessary and allocable. The question of reasonable is determined by philosophical underpinnings. CACS faculty and staff hold the belief that its student population has a strong chance for future success with a program that believes in them, demands their best, and provides them with the tools (systems and structures) necessary to achieve a CORE 40 diploma whenever possible.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		The budget does comply with the standards identified. It is highest in the first year due to the physical plant needs. The subsequent years provide for needs, but also move toward sustainability by allocating some resources to the general fund budget.
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		There is only one school in the district.
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>	X		Mapping goals with the Transformation Model and the budget has been accomplished. <i>Transformation Model Blueprint: Appendix B</i>

Capacity	Yes	No	District Evidence
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. <i>All models</i>	X		Resumes and CV's are available for review for all teachers and staff (per request). Principal curriculum vitae is Appendix BB.
8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. <i>All models</i>	X		<p>The district has held meetings inviting all stakeholders and has offered flexible times and dates to ensure attendance.</p> <p>The district has sign in sheets for meetings and notes.</p>
9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		<p>The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model (Executive Board meeting).</p> <p>Deliberations produced strong commitment concerning the barriers confronting our students and families toward achieving a diploma. One need is for a stable faculty and staff committed to the mission and who understand the uniqueness of the student population. Full implementation of the Transformation Model is fully supported by the board of directors.</p>
10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i>	X		<p>Superintendent has expressed commitment to elimination of barriers for full implementation of the selected model.</p> <p>All barriers which conflict and create obstacles toward full implementation of the Transformation Model will be identified and eliminated. The necessary resources will be identified and secured to fully implement a transformation model that is adaptable and effectively addresses the challenges of the student population of CACS. This model is aligned with the goals established by the board of directors and complements the organizational mission, vision and philosophy.</p>

11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. <i>Turnaround, Transformation Models</i>	X		The district does not have a teacher's union.
Capacity	Yes	No	District Evidence
12. The district has the ability to recruit new principals. <i>Turnaround, Transformation Models</i>	X		District will conduct searches for persons of the administrative leadership team. HR department and Calumet College of St. Joseph will assist with this process.
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. <i>All models</i>	X		Timeline is included in proposal (<i>Appendix C</i>). The timeline is detailed and realistic. While the goals have been set high, teachers and staff understand the scope of the issues and are eager to begin the work of the grant. Also see <i>Transformation Model Blueprint: Appendix B</i>
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i>	X		Collaboration with Calumet College of St. Joseph Education Program will provide the expertise, direction, and research based
15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities <i>All models</i>	X		Documentation of meetings. The district has currently employed a data specialist and a school accountant. The data specialist and school accountant along with the principal and superintendant will have regular meetings to ensure all funding sources are aligned.

<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	<p>X</p>	<p>We have added 15 minutes daily (75minutes per weekly). This additional instructional time will increase students outcomes.</p> <p>Instructional time was increased by 60 minutes for the 2009-2010 school year.</p> <p>A breakfast program and opportunities for before school and after school tutoring are included in this proposal. Extra-curricular activities are also included.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. <i>Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
2. <i>The LEA has or will recruit, screen, select and support appropriate external providers.</i>	<p>Campagna Academy Charter School (CACS) provides a strong Human Resources Department with defined and experienced practices for selection, evaluation, and contracting of external providers. The documents provide detail and a clear process for the selection and contracting of the external providers. Appendix D</p> <ul style="list-style-type: none">• CACS has completed a Memorandum of Understanding (MOU) with Calumet College of St. Joseph (CCSJ) to share expertise and resources with the recruitment, screening and section process for external providers. CCSJ has ample resources to assist with this process. The MOU identifies background, previous experiences with Campagna, and demonstrated expertise. As well, CCSJ is the most diverse 4 year college in the Midwest with a 55 year history of serving the underserved in Northwest Indiana. The missions of Campagna and CCSJ use almost identical language. CCSJ provides the expertise needed by CACS. Appendix E• CACS has engaged an MOU with the Boys and Girls (Appendix F) club of Northwest Indiana to provide services for students after school that include physical, social and

	<p>homework activities. Rationale and demonstrated expertise are articulated in <i>Appendix CC</i>.</p> <ul style="list-style-type: none">• Other potential providers are before and after school tutoring, music and art therapists, Emotional Development Coordinator provider. These providers will be selected utilizing the HR policy (<i>Appendix D</i>)
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see <i>Transformation Model Blueprint: Appendix B</i>).	
Title I, Part A	<p>Title I, Part A will fund additional Instructional Assistants in the classrooms to give one to one assistance to students in the classroom and to provide additional tutoring assistance for students as needed; also provide additional funding for research based, high quality, job embedded professional development for staff and faculty; also provide Supplemental Educational Services (SES) to non proficient students</p>
Title II, Part A	<p>Title II, Part A will provide additional funding for incentives, recruitment and retention of teaching staff. Such incentives for recruiting and retention will be sign on bonuses for new and returning teachers, scholarships for faculty to further their education, student loan reimbursement and other incentives throughout the school year. Title II, Part A, in conjunction with 1003(g), will provide an incentive for teachers who do not use their personal days throughout the school year in an effort to improve teacher attendance. Teachers will be paid time and a half for any personal day not used during the school year.</p>
Alternative Education Grant	<p>Alternative Education Grant provides funding for additional teachers to reduce class size and to maintain a classroom staff to student ratio of 1:15 or lower. This strategy will allow for more individualized instruction and allow teachers to use practices that align with differentiated instruction. Smaller class sizes may also help in lowering teacher stress in the classes due to having fewer students overall.</p>
Title I, Part D (Neglected and Delinquent Fund)	<p>Title I, Part D will provide funding for additional teachers during the summer months for the students who are court ordered to Campagna Academy's on campus Alternative Day Treatment Program. These students do not have a summer break and will receive additional instruction in the core content areas to help strengthen their skills to better prepare them academically and socially for the upcoming school year. According to testing data, these students traditionally have had gaps in their schooling and will receive more individualized instruction as well as smaller class sizes to help fill in the gaps. Title I, Part D will also provide additional tutoring after school and during the summer in the core content areas for residential students who are court ordered to the residential facility on Campagna Academy's campus.</p>

IDEA, Part B (Special Education Funding)	<p>20.1% CACS's student population was special education for the 2008-09 school year, above the state average of 17.5%; for the 2009-10 school year, that percentage increased to 30.5% special education students. The IDEA, Part B funding will provide an additional special education teacher for the self contained classroom, which currently has 10 students throughout the day, 8 of which are in the self contained classroom for 6 out of 7 class periods (as dictated by the student's individual IEPs).</p>
Professional Development Grant	<p>When available from the state, provides additional monies for professional development for the staff. This includes additional high quality, job embedded professional development in the areas of need for the staff and faculty outside of the funding from Title I, Part A and the 1003(g) grant. The areas of focus will be based on the needs of the school's staff and students such as strategies for differentiated instruction; strategies for teaching students with a DSM (<i>Diagnostic and Statistical Manual of Mental Disorders</i>) diagnosis (92% of our adjudicated population); strategies for integrated special education students and any additional professional development that is research based.</p>
Graduation Qualifying Exam (GQE) Remediation Grant	<p>The GQE Remediation Grant provides funds to prepare students for the GQE. CACS only had 18.6% passing for the 2008-09 school year as compared to the state average of 73.7%. The GQE Remediation Grant will fund additional tutors for all students who have not passed the GQE in the 4-6 weeks leading up to the Fall and Spring test. The focus will be on the test's content such as reading comprehension, math comprehension and writing techniques as well as test taking skills. CACS will contract with an outside service that has proven success working with students as they ready for the GQE.</p>
Remediation and Preventative Remediation Grant	<p>The Remediation and Preventative Remediation Grant provides funding for students who fall below the ISTEP+ passing score and provided additional opportunities for remediation for students at risk of falling below the passing score. CACS will use this funding to contract an outside service that has proven success in working with students who are at risk for failing the ISTEP+ and will provide additional instruction in English/language arts, math, and science.</p>

<p>○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model.</p>	<p><i>Financial</i></p> <ul style="list-style-type: none"> ● Campagna Academy, Inc.: Financial support from Campagna Academy Inc. supplements funding shortfalls for the increased cost of educating our student population. This varies in use depending on what other sources of funding are received annually. Alignment to the model: Annual support <p><i>Scholarships:</i> <i>CCSJ Scholarship:</i> CCSJ awards a four year scholarship annually to one of our high school graduates. This enables a student to pursue a higher education at a local college who's mission aligns with that of Campagna Academy in serving those in need. This type of opportunity not only motivates students to perform but is also provides community engagement and feedback on instructional strategies in preparing students for college preparation. Alignment to the model: Bridge to Calumet College (B2CC) (Appendix G)</p> <p><i>Scholarship Fund:</i> Campagna Academy was the beneficiary of a bequest in the amount of \$100,000 restricted as a scholarship fund for graduating seniors. This is an opportunity to engage students and parents to increase high school performance with goals to pursue higher education. Alignment to the model:</p> <p><i>Legacy Foundation:</i> Approx \$8,250: Provides for mentors through the Mentor Academy.</p> <p><i>Drug Free Alliance:</i> \$3,618: This grant has been received for several years and is used for substance abuse education pertaining to issues that have affected many of the students and families in our school population.</p> <p><i>Anderson Foundation:</i> \$60,000 annually. This donation contributes to specific shortfalls in the budget. It has funded transportation in the past as charter schools do not receive transportation funding. This helps increase attendance for students that do not have alternative methods to get to school. It has also been designated to help fund some of the higher salaried teachers in order to retain them on staff and increase stability and sustainability of the school staff.</p> <p><i>Annual Fund Raising Event:</i> Mardi Gras (\$1000 annually). This event is sponsored by the local chamber of commerce to benefit all schools in the district. This donation is earmarked for student events such as prom which would not be affordable for the student population we serve, and helps promote social activities. The event also increases community awareness, and engagement with the local chamber and local schools.</p>
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Additional Resources: Miscellaneous local and national grants are researched and applied for through the Campagna Academy Inc. development department. The current school year included: 1) Lowes presented \$5,000 that was used to purchase laptops and carts to increase technology education in the classrooms. 2) First Midwest Bank gifted us with \$5,000 and Fraternal Order of Eagles, \$5,000 used to purchase software that allows for flexibility with teachers and students in individual remediation needs. It also encourages and promotes for differentiated instruction.

Lake County Retired Teachers Association: \$2,185 for library needs.

Kappa Kappa Kappa: \$300 Graduation caps and gowns.

Hammond Exchange Club: \$500 Scholarship.

Lake County CASA: \$300 miscellaneous.

Non-financial

Overview: Campagna Academy Inc. has over sixty years experience serving at risk youth in many different settings. The evolution of the charter school is one example of the diverse programs that aims to serve not only the youth in need, but families and the community as well. Various departments and personnel within the organization align directly with the need of the Charter School and lend expertise in the following areas:

Chief Executive Officer/Superintendent, Bruce D. Hillman,

Mr. Hillman brings five years of expertise to understanding at-risk youth at Campagna, Inc, with a broad range of social and educational services. While working directly with legislators and the Indiana Code, he successfully implemented the Indiana Code change to allow adjudicated students access to Charter Schools despite a waiting list. As the former Director of Lake county Office Family & Children for over nine years, Mr. Hillman provided oversight of the CHINS in Lake County, and collaborated with 17 Indiana School Corporations in Lake County developing protocol and best practice standards with at risk, homeless and adjudicated students resulting in increased graduation rates and decreased disciplinary action. As a doctoral candidate at Walden University, Mr. Hillman's research explores the phenomena associated with barriers children in foster care experience in earning a high school diploma. Mr. Hillman's expertise provides opportunity to better understand responses required to bridge the educational gap for at-risk students and their

families.

Chief Operating Officer: Ms. Elena Dwyre

Ms. Dwyer brings expertise as a manager of private and public social services agencies in the Midwest. She has worked with at-risk youth and their families. Responsibilities included providing oversight and leadership to various organizations which provided home and community based services as well as a tutoring agency whose services were tailored to address the specific needs of at-risk youth.

Chief Financial Officer, Scott Stevens

Mr. Stevens brings 10 years of expertise as CFO at Campagna, Inc. Mr. Stevens applies his extensive knowledge gained while working with a Fortune 500 company in cost allocation, budgeting and forecasting at Campagna Academy to maximize resources, run cost efficient programs/services and empower staff to best utilize funds to achieve the mission of “Restoring Hope and Building Dreams”.

Human Resources Director, Sofia Mendez-Bork: The Human Resources Director has eighteen years experience with ten of those years at Campagna. Mrs. Mendez-Bork brings strong recruitment and selection experience in identifying faculty whose personal mission is a match with the student population. Previous experience includes hospital Compensation and Benefits Analyst with the intent to attract and retain the best employees. Mrs. Mendez-Bork is a member of SHERM (Society for Human Resource Managers) and NWIESC (Northwest Indiana Educational Service Centers).

Development Department: The Development Department researches and submits grants applicable to the Charter School and fundraises for specific needs in order to supplement the funding needed to sustain the school. It promotes Campagna Academy by attending local chamber meetings, business after hours (a networking group among local businesses), public speaking at school level, corporate and civic organizations. Students at the Charter school help with on-site programs, blood drive, food drive, etc. Staff serves on several boards to engage with the community.

Quality Assurance Department: The QA Department provides expertise in identifying and evaluating quality indicators. The QA department shows commitment to continuously improving the quality of services provided, and to make continuous improvement to sustain success. Through outcomes, we can effectively identify the school’s strengths and weaknesses. These indicators will allow us to focus on improving student learning outcomes and organizational effectiveness.

Therapists (Master's prepared): The therapists provide family and individual counseling as well as referrals for outside counseling resources. They also receive referrals from teachers and staff as it relates to a student who may be experiencing difficulties in school and outside of school such as homelessness, bullying, teen parenting, and emotional and mental health concerns; all of which are contributing factors for students dropping out of high school. Therapeutic intervention is an integral part of the Campagna Academy experience and helps to address the unique barriers toward achieving academic success among our student population.

Vocational Department: The Vocational Department assess residential and ADTP students to determine their career interests and potential. Vocational and college fairs are held on campus to provide students exposure to various opportunities after high school. This enables students to focus on completion of their diplomas with aspirations for further advancement. Residential students are also provided with interviewing skills and finding jobs while attending high school. The Vocational Department also provides an opportunity for residential students to earn credits at Ivy Technical Institute. This department has tremendous value for students at CACS.

Training Department: The Training Department provides critical training that includes CPR, Therapeutic Crisis Intervention Training (a de-escalation technique) and Stress Management and many other topics are available through the online training system, Essential Learning. Clinical trainings are also available on campus with psychiatrists and psychologists trainings that are offered are a necessary component in preparing all staff for situations that may occur with Campagna's student population. The department also assists with planning and processing seminars and travel. All faculty and staff receive trainings through the department as a condition of employment.

IT Department: The IT Department provides the digital communication systems and structures. They complement the model by providing server support for PowerSchool, the administrative software and servers for the school community. As well, all students receive accounts where they can save assignments that are in process, build websites and create interactive technology.

Family Behavioral and Therapeutic Services: Through out partnership with Porter-Starke Services, Campagna Academy is able to access funding through the Medicaid Clinic Option (MCO) and Medicaid Rehab Option (MRO). This allows us to provide family preservation services in the student's home which includes case management and therapy services for both the student and their family. Providing this type of wraparound services helps maintain the family intact and provides a holistic approach to the type of assistance Campagna Academy offers to all our students. As a result, students are able to successfully engage in their

school work while we work in empowering the entire family unit.

Ball State University: The charter school’s authorizer oversees the school and assists with professional guidance including DOE guidelines, charter school policies, contacts, best practices, and direction for other opportunities and resources available. Ball State also provides assistance with audits, compliance and financials (Appendix H: Letter of Support).

B & D Consulting: B&D Consulting provides professional educational expertise through strategic school improvement services to CACS. Its purpose is to raise academic achievement, assist with feedback and training on school performance and to strategically plan with the school leadership for the most effective practices. B&D Consulting’s core function at CACS is to work with administration and faculty to ensure that a solid curriculum is effectively addressing the learning needs of the students and that this curriculum is well implemented by classroom teachers. This process began with an assessment of the needs of the school as determined by NSDC’s SAI (National Staff Development Council developed the Standards Assessment Inventory) on-line inventory. Results were analyzed and recommendations were made to the principal regarding their implementation. Through on-site visits, Theresa Hinkle who serves as Instructional Leadership Partner has provided feedback designed to assist with the development of a strong SIP designed to improve student learning at Campagna. Monitoring visits occur twice a month. Feedback is provided to the IDOE and school administration monthly regarding implementation of the SIP along with suggestions for change.

IARCCA An Association of Children & Family Services: Promotes and advocates for improved care and treatment of children and families in Indiana and facilitates communication and understanding between providers of children and family services and state regulatory authorities. IARCCA also furnishes information and education to the professional, legislative and lay communities regarding agencies who provide children and family services.

Northwest Indiana Educational Service Center (NWIESC): Provides professional development, media services, cooperative purchasing, and advance technological support. A cooperative agreement with NWIESC increases the availability of educational opportunities and resources for students and staff. Membership in the NWIESC is voluntary, with costs being covered by a per-student annual fee which is set by the NWIESC governing board and the Indiana Legislature.

Calumet College of St. Joseph (CCSJ): Provides faculty expertise in discipline specific best practices. The Education faculty has experience collaborating and coaching teachers, and will provide

	<p>feedback to content faculty at Campagna Academy Charter School. CCSJ provides faculty expertise in the five-year study of the factors that raise student outcomes. As well, the CCSJ faculty will provide professional development on issues of data-driven designs, working with at-risk youth, and intrusive advising.</p> <p><i>Boys and Girls Clubs (BGC):</i> Provides expertise in structured after school activities for students. All Campagna Academy Charter School students will become members of the Boys and Girls Club and could access weekend educational activities. As well, to facilitate parent attendance at the Parent Education Series, meetings will be hosted at the Boys and Girls Club locations. Campagna Academy Charter School will use additional expertise of the Boys and Girls Club as opportunities arise (Appendix F)</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively. As sources of evidence, see Appendix I, J (Teacher Effectiveness Rubric, J Principal Effectiveness Rubric) (K, L, M Board/faculty/staff minutes)</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<p>CACS has adopted the evaluation models Teacher Effectiveness Rubric (v.7) (<i>Appendix I</i>) and Principal Effectiveness Rubric (v.4) (<i>Appendix J</i>). The evaluation tools are challenging and create a new level of effectiveness evaluation. Faculty will be provided the evaluation tool in June 2010 with time for discussion and clarification. The HR Department has reviewed both documents and has approved their use for the Charter School. The Teacher Effectiveness Rubric and the Principal Effectiveness Rubric meet all criteria for the Transformation Model.</p>
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<p>The Human Resource Department coordinates and assures annual formal evaluation for teachers and leaders. Administrative personnel are committed to a monthly evaluation process based on rigorous guidelines rooted in educational best practices. Teachers are formally reviewed annually with an informal review in September.</p> <p><i>Schedule of Performance Review:</i></p> <ul style="list-style-type: none"> • Monthly: September –May • <i>Informal Evaluation: September (Teachers)</i> • Formal Evaluation: March/April • External Evaluation: March (<i>B and D Consultant</i>) • Pre and post testing (NWEA) and End of Course Assessment will provide the documentation of increased student performance. • <i>This evaluation meets the requirements of the Transformation Model</i>
<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<p>CACS has demonstrated clear dismissal pathways for ineffective teachers and principals. Neither tenure issues nor unions prohibit the decision-making processes for dismissal. <i>Formative evaluations and the annual formal evaluation will clearly indicate the rationale for teacher retention or dismissal.</i></p> <p><i>Progressive Disciplinary Policy: Appendix N</i></p>

d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	Again, CACS has demonstrated flexibility for hiring, retaining or replacing staff in its history (80% faculty turnover rate for 2009-2010, and 3 principals in five years). Finding the “match” between the mission of CACS and highly qualified teachers is the challenge. <i>Retaining teachers who commit to the individualized instruction, demonstrate engaged student –centered learning, and collaborate with colleagues in developing a professional learning community will be offered continued employment at CACS. Incentives for high performing faculty have been integrated into the performance evaluation. Two incentives of interest to the faculty are cash payment for unused personal days (1.5 pay), and a payment scale for student performance on ECA’s.</i>
e) <i>Appropriate</i> amount of instructional time added (if required by the model).	<i>An additional 15 minutes per day (75 minutes per week) has been added to the schedule. This additional learning time has been added to the first period of the day, providing extra focused time for all learners.</i> For the 2009-10 school year, an additional 60 minutes per day was added to the schedule. No additional time for the core school day is needed. However, the Transformation Model will add opportunities for breakfast, before school tutoring, after school tutoring and study groups, clubs, and extracurricular activities. <i>The breakfast, before and after school tutoring and study groups are optional and do not contribute to additional learning time. However, they do have a secondary effect for the learner. School calendar/schedule is Appendix O.</i>

Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	
a) <i>Continuous</i> measurement of effectiveness of model’s implementation provided.	The development of a school culture rooted in research and data driven quality indicators provide the backdrop for continuous measurement of effectiveness. Systems and structures will have been embedded into the school culture by the year 2013 with the appropriate refinement of the processes. Systems will include the following: <ul style="list-style-type: none"> • Monthly quality indicator review communicated to all stakeholders. • 5 year research study correlating curricular design, instructional strategies, and students’ performance (Appendix P).

	<ul style="list-style-type: none"> • The School Improvement Plan will provide the strategies for all strategic planning measures. • Pre-and Post testing will occur annually through NWEA: Data sets that shape the Personalized Academic Plan (PAP) will include: NWEA, TABE, ECA, SAT, AP testing (Appendix Q). • Personalized Academic Plan (PAP) will be designed for each student upon intake. The plan includes courses through graduation (Appendix Q). • End of Course Assessment will determine faculty incentives, future planning and influence faculty engagement or dismissal. • SAT results will provide additional baseline data. All juniors will take SAT. Sophomores will take the PSAT. • Turnover Rates for faculty and staff will be indicators of satisfaction. However, CACS administration will not sacrifice quality instruction for faculty satisfaction. • Formal Faculty Evaluation will provide the feedback for faculty to revise their Professional Development Plan. • Graduation rates and CORE 40 Goal percentages will indicate goal achievement (75% initial year of grant). • Professional Development surveys conducted after each presentation will provide the administrative team the input needed for future planning. Faculty will generate and rank order PD ideas. • Student satisfaction surveys will be utilized to assure all stakeholders are heard. Ball State's feedback from the Constituent Surveys will also provide data. Results will influence planning. • Participation in the Bridge to Calumet College (B2CC) (Appendix G) and Bridge to Ivy Tech (B2IT) (Appendix R) will be evaluated for its success. Success will be indicated by student performance (grades) at Calumet College or Ivy Tech. • Matriculation to College will be tracked annually and will be one quality indicator for success.
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<p>b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</p>	<p>The goal of predictable, continuous quality improvement shapes and focuses faculty and staff deliberations and decisions. The need for a pattern of predictable and consistent thinking and subsequent decisions will greatly enhance the school culture.</p> <ul style="list-style-type: none"> • Focus groups will be conducted twice annually to contribute to planning. • Focus groups are utilized in the five year study of student outcomes (<i>Appendix P</i>). • Parent Satisfaction Surveys (Constituent Surveys through Ball State, and the Alternative Education Survey conducted by the IDOE) provide necessary feedback for planning. • Student Satisfaction Survey (Constituent Surveys through Ball State, and the Alternative Education Survey conducted by the IDOE) will shape the decision-making process. • Mid-Year and End of year assessment of the program provides quality feedback for faculty and administration.
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>Specific steps have been taken to assure the shift from grant dependent activities to financial independence. <i>A comprehensive strategic plan for sustainability has been designed (See Appendix AA).</i></p> <p>Campagna, Inc. has an endowment fund with approximately \$5.5 million dollars.</p> <ul style="list-style-type: none"> • Annual percentage decrease in grant funding: Goal: Shift some financial responsibility to General Fund. • Growth in school population provides stronger budget base • Expand the General Fund and develop additional revenue streams. • The Senior Director of Development and Public Relations will assist in securing development funding specifically for CACS. • As well, the Development Office will assist in seeking grant funding from new sources. • Booster clubs will raise funds for the extracurricular activities. • Identify new sources for mentors and tutors. • Support from Campagna Academy, Inc. will assist when necessary.

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

Transformation Model

(Guidance Document, Section E, pages 22-27)

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	<ul style="list-style-type: none"> Collaborate with Calumet College of St. Joseph Conduct search for principal. Conduct similar search for the assistant principal and associated personnel provided for in the grant. 	CEO/COO <i>Accomplished: See Appendix BB</i>	May – June May – June May - June
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<ul style="list-style-type: none"> Establish a teacher/staff Performance Review Committee (PRC) (<i>Appendix S</i>). <i>Teachers engage in this standing committee to have voice and input into the evaluation systems for CACS.</i> Review present evaluation system for consistency with elements of the Transformation Model. Evaluate role of student performance <i>with 51% weighted to student outcomes (Appendix I and J).</i> Design/adapt/refine evaluation tool used throughout Campagna Academy, Inc. Communicate with existing faculty/staff (<i>PRC provides this opportunity (Appendix S).</i> Design in-service for new faculty/staff hires. Communicate/develop timeline: include monthly formative and formal evaluation times. 	HR, principal, PRC	May -June

<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<ul style="list-style-type: none"> • Collaborate with PRC in establishing incentives for teachers and staff whose students outperform. <i>Three incentives have been designed; cash payment for unused personal days (1.5 pay) to promote teacher attendance for consistency in the classrooms.</i> • <i>The second incentive centers on students performance on the ECA (Appendix DD).</i> • <i>A third incentive is a bonus in the contract renewal process.</i> • <i>Identify model with percentages for performance (Appendix I and J).</i> • <i>Identify timelines for implementation consistent with test results.</i> • <i>Establish new/higher percentages for the next academic year.</i> • <i>Conduct evaluation of the process.</i> • <i>Make refinements to the tool. Close feedback loop.</i> • <i>Consequences for lack of increased students performance as indicated on the ECA's will be a focused evaluation on teacher learning strategies, with professional development and mentoring to assure strong performance. A second year without increased performance will result in nonrenewal. The PRC committee will address the policies surrounding these issues (Appendix S)..</i> 	<p>Principal, school leadership team, PRC</p>	<p>June-July</p>
Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional</i></p>	<ul style="list-style-type: none"> • Professional Development Plan: <i>Appendix Z</i> • Communicate and refine goals, strategies, and 	<p>Leadership Team</p>	<p>June-June</p>

<i>development.</i>	<ul style="list-style-type: none"> expected outcomes. Faculty and staff commit to personal professional goals aligned with the school goals (Professional Development form) Identify professional development: collectively and content area. Implement plan; evaluate plan Close feedback loop; plan for following year 		
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	<ul style="list-style-type: none"> Collaborate with PRC in establishing incentives for teachers and staff. Three incentives have been designed; cash payment for unused personal days (1.5 pay) to promote teacher attendance for consistency in the classrooms. The second incentive centers on students performance on the ECA (<i>Appendix DD</i>). A third incentive is a bonus in the contract renewal process. CCSJ will provide the mentors for teachers in the classroom. Recruitment of highly qualified faculty will also include the expertise and graduate student population from the MAT program. Conduct perception survey: rank order rewards Identify needs Evaluate success Provide opportunity fore creative responses to school challenges. 	<p>PRC Team</p> <p>Funds for incentives are aligned and funded through with Title Part A.</p> <p>Funds for CCSJ are in the budget under CCSJ.</p>	July-August

<p>6. <i>Provide increased learning time for students and staff.</i></p>	<ul style="list-style-type: none"> • Faculty/Staff Interview Teams identify the network of support systems needed for each student. • With the additional faculty identified in the grant, all faculty will benefit from increased planning. With the adoption of a Professional Learning community, faculty will have assistance with planning collaboratively. • With the addition of the Instructional Design (technology coordinator) position, all faculty will have access to expertise in creating engaged learning experiences for students. • Design a Personalized Academic Plan (PAP for each student (Appendix Q). • The learning time for all students has been increased by 75 minutes per week. • Provide tutoring before and after school as needed. • Identify creative ways to respond to student needs, (i.e., Saturday School, online learning) 	<p>Interview Teams, Leadership Team</p>	<p>June-August All school year</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Establish systems for dissemination of data on each student.</p> <p>The five year research study (Appendix P) will provide a snapshot of critical data on each student. In addition, it will identify which teacher practices produce the greatest learning benefit for students.</p> <ul style="list-style-type: none"> • Identify goals for each student through the PAP (Appendix Q). • Evaluate progress; weekly (Team 5) (Appendix S) • Establish regular meetings with parents; address accountability through the contract (Appendix T) 	<p>Leadership Team Faculty and staff</p>	<p>August Year round</p>

	<ul style="list-style-type: none"> Establish rewards for students and faculty when achieving success. <i>Incentives for students have been identified within the budget of the grant (Appendix V).</i> 		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>Professional Development plan includes a full day and mentoring on how to incorporate data-driven instruction (<i>Appendix Z</i>).</p> <p>A faculty from CCSJ will coordinate, mentor and provide invaluable feedback form her years of expertise (<i>Appendix E</i>).</p> <p>Interview Teams:</p> <ul style="list-style-type: none"> Collect data from student and parent Utilize resources: Woodcock Johnson, TABE, NEWA Provide inventories to collect social and academic histories. Assess student ability level: Place into appropriate courses. Collect social and academic histories Design Personalized Academic Plan (PAP) Teachers utilize Universal Design for Learning (UDL) Provide summative monthly assessment to track data. Communicate monthly with the parents/students. 	PRC Principal Curriculum Coordinator	At intake for new students Registration of present students.

<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<p>A plan for community outreach has been designed with the characteristics of our student and family population in mind. The Development Department and the Community Parent Liaison will coordinate the identified activities and engagement initiatives (<i>Appendix Y</i>)</p> <p>A collection of activities does exist:</p> <ul style="list-style-type: none"> • Family Nights (monthly) • Mandatory Parent, Teacher, Student Conference • Power School (administrative software) <p>New parent and community opportunities are planned:</p> <ul style="list-style-type: none"> • Parents As Teachers Program • Power School Support Group • Annual Open House • Beautification Day 	<p>Parent Liaison Principal Administrative Team</p>	<p>August - June</p>
<p>10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i></p>	<p>The school administrative team does have autonomy and flexibility when planning the school calendars (<i>Appendix O</i>), staffing and time. Budgeting is accomplished in collaboration with the administrative team from Campagna Academy, Inc. the expertise of a five member team, provides excellent interface and feedback on all issues budget. The Team consists of the CFO, the COO, principal, the school accountant, and the data specialist.</p> <p>The principal/Director of Education has full support from the CEO/Superintendent. Decisions regarding teacher retention, hire and disciplinary measures lie within the responsibilities and the CEO superintendent provides complete autonomy. Accountability accompanies that level of autonomy.</p>	<p>Charter School Administrative Team Campagna Inc Administrative Team</p>	<p>All year</p>

<p><i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>	<p>Ball State provides support through out the year in the terms of visitations, communication about events for teachers and principals, requests to host events and invitations for professional development through the Charter system. As well, Ball State has provided an interactive communication system to eliminate time and travel barriers.</p> <p>Ball State provides B and D Consulting as a state support team for the development of strategic school improvement services. Monitoring visits occur twice a month with a written report submitted a few days after the visit.</p> <p>The SEA has been quite responsive to queries and concerns. The DOE support staff have been fantastic. The staff at the DOE have provided an easy means of communication with prompt response to requests.</p> <p>The LEA provides an extensive support staff for CACS from the CEO to the clinicians who assist teachers and principal with strategies for dealing with at-risk youth.</p> <p>The Principal is involved with the Campagna, Inc. Administrative team meetings to assure two-way communication and to assure that the issues of the school are brought to the attention of the staff.</p> <p>The CACS board members provide support for the principal and the teachers through their concern, their commitment to assuring that the needs of the school are addressed.</p>		
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

CACS will collaborate with Calumet College of St. Joseph (CCSJ) Education Program. The MOU indicates their role (by invitation) in the processes involved in the selection of the new principal. Recruitment and selection of the new principal will take place in the following manner.

1) Design job description collaboratively with input by both CACS and CCSJ.	May 1, 2010
2) Post the position; Identify elements of application process	May 1, 2010
3) Communication of the position to faculty and personnel at the college	May 1, 2010
4) Close candidate submissions	May 15, 2010
5) Design a rubric (criteria) to rank order the candidate pool	May 10, 2010
6) Rank order the candidate pool	May 15, 2010
7) Conduct interviews: Send letters to candidates who did not meet criteria	May 15 – 20, 2010
8) Identify top 2 -3 candidates	May 20, 2010
9) Conduct second interview; include writing sample, documentation of successes	May 21-25, 2010
10) Choose final candidate; offer position	May 25, 2010
11) Identify June 1, 2010 as initial day	June 1, 2010
Replicate process for the Assistant Principal	May 20- June 15, 2010
Finalize Assistant Principal decision	June 15, 2010
Identify June 20, 2010 as initial day	June 20, 2010

Update:

The Director of Education has been selected and contracted. The following is the rationale for choosing this applicant. The applicant has demonstrated success in schools in East St. Louis, and the South Side of Chicago where the population reflects the population of CACS. The applicant has successfully secured state accreditation with two elementary schools, developed school improvement plans, and increased school population from 140 – 300+. Applicant led teachers and staff in instructional strategies that produced evidence of 1.5 – 2.0 year's growth from pre-test to post test within one year. She also received Excellence in Management Awards, secured a 10 year North Central accreditation for Calumet College of St. Joseph, shepherded and secured graduate programs through North Central Accreditation (2), and secured a five year accreditation for the CCSJ Education Program. The curriculum vitae is available in **Appendix BB**. Applicant's experiences mirror the Transformation Model goals and requirements, providing a strong match.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	X	

F. Annual Goals for Tier I and Tier II Schools for Accountability

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
End of Course Assessment (ECA) for the 2009-2010 indicated that no students were proficient in Algebra I	50% of all students are proficient on the Algebra I End of Course Assessments.	60% of all students are proficient on the Algebra I End of Course Assessments.	70% of all students are proficient on the Algebra I End of Course Assessments.
No baseline data available for English 10	60% of all students are proficient on the English 10 End of Course Assessments.	70% of all students are proficient on the English 10 End of Course Assessments.	80% of all students are proficient on the English 10 End of Course Assessments.

No baseline data available for biology	60% of all students are proficient on the biology End of Course Assessments.	70% of all students are proficient on the biology End of Course Assessments.	80% of all students are proficient on the biology End of Course Assessments.
50% students graduate with a CORE 40 Diploma	75% students graduate with a CORE 40 Diploma	80% students graduate with a CORE 40 Diploma	80% students graduate with a CORE 40 Diploma
37% of students graduating in four years or less.	40% of students graduating in four years or less.	45% of students graduating in four years or less.	50% of students graduating in four years or less.
No baseline data available for AP classes.	25% of student population take an AP class	25% of students population take an AP class	25% of students population take an AP class
TABE: Average 2008-2009 Math: 4.2 GE Reading: 5.7 GE	70% of the student population achieves a 1.5-2.0 GE increase within one year.	70% of the student population achieves a 1.5-2.0 GE increase within one year.	70% of the student population achieves a 1.5-2.0 GE increase within one year.

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.**

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)

The Title I 1003g grant provides CACS tremendous opportunity to address the exceptional needs of its students. Without this grant, CACS would continue to struggle in providing high quality education to students who have demonstrated a pattern of school failure. Addressing the educational deficits now, during high school, will in the long run save millions of dollars for the State of Indiana.

The Planning Team for this grant created a spreadsheet and color coded personnel list to blend the various federal, state and local funding (limited). As a Charter School, the only sources of revenue are those generated from the state or federal level. To thrive as a high-quality educational school with a reputation for excellence, the coordination of the sources of income and generating new sources of income are critical.

The budget team has aligned all federal, state and local funding sources to complement grant activities. See ***Appendix U Budget***

Conclusion

In researching literature and designing this grant, the team preparing it realized that there is little about this proposal that is shiny or new, or seriously innovative. There certainly are some aspects that are creative and will be attractive to many students, but the essence suggests more of commitment, dedication and hard work... sweat, or grit as it were.

But we drew confidence while reading the book “Outliers”, by Malcolm Gladwell. A collection stories/experiences that produced unexpected success, Gladwell (2008) features the KIPP schools as one of the “outliers”. KIPP schools have successfully addressed the achievement gap and have posited that urban students lose greatly during the summer months. But a glimpse into the KIPP schools doesn’t indicate “spectacular” but indicates success that follows a predictable course.

CACS has chosen the path for transformation based on best practices, collaborations, and dedication, with a clear course for the future. In Northwest Indiana, Campagna is known as the “second chance school”. Students who may have “blown it” the first time, receive a second chance at Campagna, not unlike its history when Fr. Campagna started Hoosier Boys Town. But giving Campagna’s students a second chance without the structures and systems to build success, will only heap further damage on them.

At the end of the day, we know that CACS students don’t need gleaming facilities or shiny technology. They simply need the *chance*—to prove themselves, to engage in the decisions about their lives, to fail and try again, and to learn the hard work it takes to move ahead. That is the mission at CACS and we are committed to providing the chance to build dreams and restore hope.

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Appendices

Appendix A
Foundational
Principals
See PDF Attachment

Appendix B
Transformation Model
Blueprint
See Excel Attachment

Appendix C

Timeline



Appendix D

Contractor/Contracting Service Procedures and Monitoring

Campagna Academy Charter School Contractor/Contracting Service Procedures and Monitoring

In order to establish consistent guidelines on the selection and monitoring process used in obtaining contracted services, all management employees of Campagna Academy will be expected to follow the procedures as set forth in this policy.

It is the policy of Campagna Academy, that all contracting service decisions must be made in accordance with the following guidelines in order to meet the standards required for the selection, negotiations, performance, management, monitoring compliance and training.

A. Proposal for Obtaining Contract Services

Management employees are required to prepare and issue a written proposal for the use of a contract service either by an individual/organization for immediate service (within two to three months); short-term services (less than one year) or long-term services (one to two years) submitted to the Director for review and approval and ultimately submitted to the Executive Team. Contracted services may be procured by management employees only to resolve particular agency problems or issues or to expedite specific projects that are temporary in nature.

The proposal should include the following:

- A description of the type of service required.
- Reason for the needed service.
- Proposed timeframes including length of time; days/hours needed.
- Qualification or certification required.
- Cost estimates.
- Market trends if available

The proposal can be in the form of a letter, an electronic memorandum or other format that clearly sets forth the required information in writing.

The Executive Team will be responsible for the following:

- Review all proposals
- Seek clarification
- Determine financial impact
- May refer to a subcommittee of the board
- Provide a response within ten business days

If approval to obtain a contract service is granted by the Executive Team, the individual initiating the proposal will be responsible in securing three bids from contractor service providers. If fewer than three firms/individual contract service provider is contacted, an explanation is to be included in the contract file as to why more were not contacted.

The Logistics Coordinator may be available to assist in securing bids for immediate service. The

approved proposal is used in obtaining competitive bids. The Executive Team member responsible for the budget item will determine the contract service provider in consultation with the Chief Financial Officer or in some case be decided by the Executive Team.

B. Contract Negotiation

Part of the process of obtaining a contractor/contracting service provider under a competitive solicitation is to negotiate the specific contract terms. Any discussions, whether formal or informal, that are held with the apparent successful contractor to develop and finalize the contract are considered contract negotiations and should involve the Executive Team or designee. Under a competitive process, negotiations may be held with the apparent successful contractor if more favorable terms are desired than were submitted in the proposal or if the proposal is not sufficiently precise or direct. Areas in the proposal that may be considered less than satisfactory include: time devoted to the project or phases of the project by the consultant, scheduling related to the items in the scope, pricing, billing terms, etc. Negotiations should not substantially change the terms of the original proposal, but should eliminate any ambiguities in the contract and clarify the terms. If the terms offered by a contract are fair and equitable, selection/award may be made without negotiations.

1. Evaluation Criteria

Competitive selection of a successful contractor service provider should be based on the an established criteria that may include, but are not limited to, the following:

- a) Experience, ability and reputation
- b) Knowledgeable of the project/service
- c) Quality of products/services
- d) Description of services
- e) Project management, internal controls, and team structure
- f) Staff's qualifications and experience
- g) Cost
- h) Schedule limitations
- i) References of previous work/services
- j) Compliance with statutes and rules relating to contracts or services
- k) Insurance
- l) Adverse claims made against the contract service provider
- m) Negotiation Skills

2. Documentation of Selection

The Executive Team is responsible to document the process used to select the contractor/contracting service and retain all related documents in the files, including the following:

- a) Names of the firms/contractor contacted
- b) Copy of the proposal issued.
- c) Copies of the responses received.
- d) Description of the evaluation and selection process. Indicate the reason(s) for selection of the successful contractor/contract service
- e) Copy of the executed contract.

3. Written Contract

All service contracts, regardless of dollar amount, require a **written** document specifying the agreement between the agency and the contractor.

Required elements in a service contract are:

- a) Identification of all parties to the contract
- b) Scope of services that clearly describes the responsibilities and obligations of the parties
- c) Maximum compensation/cost
- d) Period of performance, including start and end
- e) Payment requirements that include the basis for which the contractor/contract service will be paid for services whether hourly/daily/weekly/monthly rate, by completion of a project or milestone or outcome, and/or lump sum amount, etc
- f) Signatures of all responsible parties.

Other terms may be included in the contract document to provide additional legal protection to the agency. General Terms and Conditions are those terms that have been determined by Human Resources that apply to most service contracts. The Special Terms and Conditions are the terms specific to a contract and generally include the items listed above as mandatory for a contract, but also may include terms such as billing procedures, filing requirements, insurance, contract management, order of precedence, etc. Amendments to service contracts are allowable and must be in writing.

A sample of a service contract is available on NAL in the Human Resource Section.

4. Approval of Contract Form

Approval as to the contents and form of the contract is provided by the Sr. Director of Human Resources and in the case of some short-term and all long-term contracts, the agency attorney will make final recommendations.

C. Available Funding

Campagna Academy shall ensure the funding is available for the contract services prior to executing a contract or an amendment that increases funding.

D. Contract Signature

The contract is fully executed when all authorized parties have signed it. In most instances, contracts must be signed by the parties before work begins. Upon execution, signed copies of the contract must be provided to all parties to the contract.

E. Performance Measures

Management employees overseeing the contractor/contracting service are required to apply performance measures and outcomes. The purpose of performance measures is to provide a standard or measure for performance of the contracted services. Performance measures may also be used to determine if, and when, the contractor/contract service has successfully completed performance, and when and how much the contractor should be paid.

Performance measures should be:

- Clearly written;
- Easily understood by contractors and the general public;
- Focused on the performance expected from the contractor;
- Well defined and consider both the quantitative (how much?) and qualitative (how well?) aspects of performance;
- Relevant, timely, verifiable and reportable; and
- Realistic in terms of available resources, funding and timelines, and recognize external factors beyond the control of the system.

Contract managers should check the funding source or statutory authority to determine whether

any specific outcomes are mandated. They should also consider:

- How the agency will know the service has actually been provided (other than accepting the contractor's word);
- How the agency will know the *quality* of services has been provided and include a mechanism for measuring quality;
- What specific outcomes the agency is looking for, such as enhanced job retention, reduced recidivism, or improved safety of citizens following a natural disaster; and/or
- Whether payment is contingent on an event, product, or outcome,. If so, how the agency will ascertain that the contractor has satisfied the requirement. If the payment points are not clear, consider the benefit of tying payment to an event, product or outcome.

F. Financial Reporting

Financial reporting provisions may require a contractor to report on or allow access to their financial information at defined intervals during the contract or upon contract completion or termination. The purpose of financial reporting provisions is to aid in monitoring contractor performance and/or verify fiscal accountability, and to allow contract managers to make informed decisions about the contractor's ability to perform or meet contract requirements.

G. Liability Insurance Requirements

Before obtaining a contractor/contracting service, the agency will analyze the type of service required and evaluate any exposure of legal liability that may result from the contracting service. To reduce the risk of exposure, Campagna Academy requires all contractor/contracting services to provide proof of liability insurance coverage and may include employer's liability insurance and comply with workers compensation laws at a specified amount of coverage according to the service provided. Also, in most cases Campagna Academy requires the contractor/contracting service to complete a hold harmless agreement or other requirement as advised by the agency attorney.

H. Risk Assessments

A risk assessment is intended to assist management employees overseeing the contracting services to better focus their oversight efforts on higher risk contracts. A risk assessment will evaluate risk factors to determine how much monitoring and/or auditing should be done to protect the agency's interests.

The risk assessment may be conducted informally or formally depending on the dollar value of the contract, complexity of the services, experience of the contractor, etc. An informal risk assessment is the analysis conducted by the oversight manager to make effective contracting decisions. A formal risk assessment form is recommended for contract/contracting services of \$5000.00 or more.

Based on the results of the risk assessment, the decision whether it is advisable to contract for the services. If contracting, the oversight manager will decide the level of scope, frequency, and methods of monitoring to be used to ensure oversight is sufficient given the risks involved. Risk assessment results may also be used to devise more stringent controls and tighter contract language, when appropriate, to adequately monitor the use of funds. The risk assessment should be updated periodically to provide a current record of risk factors associated with the contract. Risk assessments, linked to a monitoring plan, should be documented.

I. Contract Management

Management employee should be mindful of the following:

- a) Written contracts must be signed by both parties before work can begin under the contract.

- b) Written contract amendments must be signed prior to the contract expiration date (end date) whenever there is a change to the scope of work, period of performance, or maximum dollar amount (or other financial terms) of the contract.
- c) When signing a contractor's contract form, provide appropriate review of the contract to ensure adequate protection for the agency is included in the contract.
- d) Services should be performed to the satisfaction of the contract manager before payment is approved.
- e) If applicable, all work must be completed within the contract period of performance, including deliverables.

J. Managing and Monitoring

Once the contract is fully executed by all parties, agency staff must proactively manage and monitor the contract to ensure the quality and quantity of services are received. Effective management and monitoring of personal service contracts are keys to successful contracting results.

1. Managing the Contract

Contract management includes any activity related to contracting for services, including the decision to contract, contractor screening, contractor selection, contract preparation, contract monitoring, auditing, and post-contract follow up.

While the contractor has responsibility to perform under the terms of the contract, the agency has responsibility for reasonable and necessary monitoring of the contractor's performance to ensure compliance with the contract provisions. Many contracts name a contract manager who serves as the primary point of communication between the agency and the contractor and who provides the principal contract management and monitoring function. More than one individual can be named as having responsibility for various aspects of the contract.

The chief objective of the management employee providing the oversight is to ensure that the contractor fulfills all contractual obligations in a quality manner within budget and schedule. To accomplish this task, the contract manager should be completely knowledgeable of the terms of the contract and maintain requisite controls throughout.

2. Monitoring the Contract

Monitoring means any planned, ongoing or periodic activity that measures and ensures contractor compliance with the terms and conditions of the contract. The level of monitoring should be based on a risk assessment of the services provided and the contractor's ability to deliver those services. Every communication with a contractor is an opportunity to monitor activity.

The **purpose of monitoring** is to ensure the contractor is:

- a) Complying with the terms and conditions of the contract and applicable laws and regulations;
- b) Adhering to the project schedule and making appropriate progress toward the expected results and outcomes;
- c) Providing the quality of services expected; and
- d) Identifying and resolving potential problems and providing constructive, timely feedback.

Effective contract monitoring can assist in identifying and reducing fiscal or program risks early in the process, thus protecting funds.

e) **Monitoring activities** may include, but are not limited to, the following:

- Periodic contractor reporting.
- On-site reviews and observations.
- Invoice reviews.

- Audit report reviews.

Documentation of monitoring activities must be maintained by the agency to verify that monitoring has been conducted. Contract files should include, for example, copies of letters and e-mail, meeting notes, and record of key phone conversations as evidence that conscientious monitoring has occurred during the contract. This is especially important where there are issues with the contractor's performance.

3. Contract Problems

Contract problems must be addressed as soon as they are discovered to prevent them from becoming recurring or serious. Corrective action is suggested when direct negotiation and other less formal means have failed. Corrective action initiated by the agency and taken by the contractor that will correct identified deficiencies, produces recommended improvements, or demonstrates that deficiencies or findings are either invalid or do not warrant action.

Contract problems that warrant corrective action include:

- Failure to produce services;
- Monitoring or audit negative findings;
- Poor quality of service;
- Failure to perform all or part of the contract;
- Ongoing late performance;
- Inadequate, unclear or excessive billing; and
- Late submission of reports on a recurring basis if applicable.

A first step in corrective action would typically be to communicate in writing to the contractor describing where performance is deficient. Corrective action activities should be coordinated with the agency's Senior Management.

All corrective action initiated by Campagna must be documented in writing. If the corrective action is successful in resolving problems, the contractor should be notified in writing that resolution has been achieved and the documentation retained in the contract file. If corrective action is unsuccessful at first, management employee may continue to work with the contractor until deficiencies are resolved, or they may proceed with a dispute process or take other appropriate courses of action.

K. Evaluate Contractor's/Contracting Service's Performance

Upon contract completion, the Campagna management employee may want to prepare a contractor evaluation.

The evaluation may address the following:

- Timely completion of work;
- Quality of work performed;
- Quantity of work;
- Professional manner and conduct;
- Working relationship with agency staff; and/or
- Quality of project management.

L. Documenting Contract File

The management employee is required to maintain adequate documentation regarding the contract and services provided by the contractor/contracting services, for certain services (i.e. consultant), the Human Resources department will maintain the contract file. Completed files should be forwarded to



the Human Resources Department.

M. Training

Training on service contracts is required for management employees who execute or will be managing contractor/service contracts. Those employees must complete service contract training or agency-approved training prior to executing or managing any service contracts. The training will provide selection, bidding, evaluating and monitoring of service contracts.

contractasses 05/27/2008

Appendix E

MOU with CCSJ

**Campagna Academy, Inc. and
Calumet College of St. Joseph
Memorandum of Understanding
April 26, 2010**

I. Background

Campagna Academy, Inc. is pursuing external funding in support of a substantial school improvement initiative.

Calumet College of St. Joseph, Inc. is the oldest institution of higher learning in Lake County, Indiana. It is the most diverse 4-year institution of higher learning in the Midwest and has long served at-risk youth. The academic programs offered by the College include both undergraduate and graduate Education programs, including the largest transition-to-teaching program in the State of Indiana.

The Education faculty at Calumet College of St. Joseph has worked closely with other K-12 school systems in pursuing improvement and professional development initiatives of various kinds.

Faculty, professional staff, and students at Calumet College of St. Joseph have successfully collaborated with Campagna Academy, Inc. on a number of initiatives over the course of several years.

II. Purpose

The purpose of the memorandum-of-understanding is to stipulate services that Calumet College of St. Joseph will provide to Campagna Academy, Inc. in support of its multi-year initiative designed to dramatically improve the academic performance of students who attend the Charter School housed at Campagna Academy, Inc.

III. Responsibilities of Calumet College of St. Joseph

- Calumet College of St. Joseph will assist in the search for and selection of a principal and other administrative staff who can advance the school improvement initiatives provided for in Campagna Academy, Inc.'s School Improvement Grant request. This may include the provision of interim services, the development of job descriptions, the development of selection criteria and search processes, and participation on selection committees.
- Calumet College of St. Joseph will provide consultation services and training pertaining to best practices involving curriculum design, pedagogy, discipline, and professional development. [Specifically, Calumet College of St. Joseph will provide](#)



expertise in alignment between state standards and curriculum (science, business, math, history, psychology, English).

- Calumet College of St. Joseph will provide faculty content experts to coach and provide feedback on implementing best practices in teaching at-risk youth.
- Calumet College of St. Joseph will provide assistance to Campagna Academy, Inc. in the evaluation and assessment expertise [on the achievement of goals related to student outcomes](#). This will include a review of both programmatic assessment and student learning.
- Calumet College of St. Joseph Advising Office will provide professional development on Intrusive Advising to the staff at Campagna Academy Charter School and will provide feedback and coaching of the skills as necessary throughout the duration of the grant.
- Calumet College of St. Joseph will assume the lead in designing and implementing a 5-year longitudinal research study that addresses curriculum design, instruction, and student performance. [The experienced researcher will design, implement, and provide oversight, of the five year study. As well, the researcher will provide the professional development workshops on the relationship between data and achieving desired performance outcomes.](#)
- IV. Signatures

Bruce Hillman
Chief Executive Officer
Campagna Academy, Inc.

Daniel Lowery, Ph.D.
Vice President for Academic Affairs
Calumet College of St. Joseph

Appendix F

MOU with Boys & Girls Club



See PDF Attachment

Appendix G

Bridge to Calumet College of St. Joseph's

Building a Bridge to Calumet College (B2CC)

Components to the Program

- Transition from High School to College Program
- College matriculation
- Success performance in college classes
- Service learning: tutoring and mentoring
- Intrusive advising

Outcomes:

- Knowledge of successful study habits
- Dual credit
- College experience
- Learning through teaching
- Income for college
- Delayed gratification

- Budgeting expenses

Process:

- Identify 8-10 students who meet the following criteria
- Meet with parents
- Sign contract

Criteria:

- 18+ years of age or entered high school in 2006 or earlier
- Score at least at the 50%ile rank on the NWEA or
- Passed ECA English 10
- Desire and intellect to perform in college
- Articulated goals for college education
- Submitted writing sample
- Must maintain a B average to continue in the program

Service Learning:

- Identified student would tutor a freshman every morning between 7:00 and 8:00am.
- B2IT student would receive training in tutoring.
- B2IT student would receive a daily stipend for tutoring.
- Stipend would be paid at end of each semester.
- B2IT Student tracks income and interest on Quick Books.
- B2IT Student submits budget for income and expenses and tracks expenses.

Appendix H
Letter of Support from Ball
State
See PDF Attachment

Appendix I

Teacher Effectiveness Rubric

See PDF Attachment

Appendix J
Principal Effectiveness Rubric
See PDF Attachment

Appendix K

Board Minutes

Board of Directors

Board Meeting Minutes of 3/25/10

Community Room, Campagna Center

Board Members Present:

Daniel Lowery, President
George H. Letz, Vice President
James L. Wieser, Treasurer
Kerry Connor, Secretary
Jeanne Wease, Past Board President

David Cowser

Rosanna R. Fowler
Paul R. Freeland
Father Pat Kalich
Kathryn Malone
Thomas Ruiz
Gene Wease

Board Members Absent:



Linda H. Anderson
Susan Dzyacky
Neil Fibley
Larry Hunter
Thomas M. McDermott
Thomas C. O'Donnell
Ed Williams

Proxies to Daniel Lowery:

Katherine Davis
Denise Dillard
Matt Glaros
Thomas Kirsch
Nicholas Lagina
Kathryn Malone (Left before final vote)
Jennifer Monberg
Karl Stanley

Kenneth L. Anderson, CA Legal Counsel

Staff Members Present:

Bruce D. Hillman, CEO
Scott Stevens, CFO
Chris Watt, Recorder

Guest:

Sister Michele Dvorak, Interim CA Charter
School Principal

CALL TO ORDER

Daniel Lowery called the meeting to order at 8 a.m. and started introductions with Thomas Ruiz, new board member, and Sister Michele Dvorak, recently-appointed interim Principal of Campagna Academy Charter School. Dan asked if there were any questions on the Consent Agenda, which included past board/committee meeting minutes and financials for February 2010. David Cowser noted a correction in the Memo of Understanding (MOU). The corrected line item was acknowledged and a revised MOU will be sent to board members. Dan asked for a motion to accept the Consent Agenda.

Dan thanked David Cowser for leading the recent discussion with the Campagna Academy Charter School (CACS) ad hoc committee and asked him to summarize the committee's discussion and recommendation. David reported that Bruce Hillman started the discussion, pointing out the mission of CACS had shifted from educating adjudicated youth to educating at-risk youth. David stated he was assigned the role of promoting discussion around closing CACS. He sensed from group discussion that school closure was not considered an option, since our youth already face an uphill battle, and without CACS they would be facing the certainty of a losing battle. David stated that the revenue Campagna is getting now as well as most, if not all, expenses would go to Lake Central School Corporation (Lake Central), resulting in 'a wash' financially.

CA, Inc. Board Meeting Minutes of 3/25/10 continued...

David concluded that the committee recommended keeping the school open, but to 'do it right,' which would include:

1) CA needs to understand the mission of CACS; 2) A plan needs to be in place to effectively market the school in order to raise enrollment and increase profits; 3) There is a need for outside help to conduct a search and to evaluate the incoming Principal, including psychological testing; and 4) Qualified administrative staff is necessary, including a social worker, foreign language teacher, and administrative assistant. David further reported on ideas 'outside the box,' including possible collaboration with Lake Central on administrative issues, i.e., special needs of Lake Central. The committee felt the Principal cannot 'wear too many hats,' e.g., either the s/he works with Ball State University (BSU) or gets help from another leader to handle disciplinary issues.

Questions were raised on how CA could be capable of covering expenses with dollars from the state, and if the board would be willing to supplement CACS in the CA budget. Ken Anderson asked for current enrollment numbers, and Bruce confirmed there are presently 104 students, with BSU allowing a maximum of 180 students. Bruce confirmed there are three expansion areas not fully accounted for in the budget: 1) A tenured employee has been placed in the charter school as Associate Dean to manage disciplinary issues but he is presently paid from the CA, Inc. budget. Also, Bruce's time as school Superintendent is not in the current budget; 2) Considerable grant dollars may be on the table, and managing grant opportunities is easily a full-time position; 3) Work is in progress to develop re-billing for supportive services, i.e., guidance counseling through Medicaid. Discussion followed on allocations for physical space, which Scott stated he felt were appropriate. David asked if strict guidelines exist, i.e., that school time is considered a CACS expense. It was confirmed revenue from the state should be expended according to its intended purpose (Dept. of Education or Dept. of Child Services).

George Letz reported on funding challenges, even for Title I funding, and the need for school corporations to adjust with less, noting Indiana was not successful in netting those funds. He added

that attaining grant dollars in this economic climate is difficult at best. Considering Campagna's difficulty with past Principals and the need to develop consistency, Mr. Letz suggested turning to EMO and CHO organizations that run charter schools at different levels of involvement. Bruce cited the critical link between crime and lack of education. He acknowledged resources will be limited, and stated he will do whatever is necessary to save at-risk youth.

Mr. Letz distributed a handout that gave state requirements, noting that CACS is in its third year of accountability. If our students do not do well in standardized testing (ISTEP), CACS will be in its fourth year of reconstruction. 'Safe harbor' (75% of students passing) would be viewed favorably by the state. Another handout was distributed reporting on visits to 23 schools with weaknesses similar to CACS, which Mr. Letz stated included sobering comments on major decisions regarding AYP that have to be made at considerable cost. Of top priority is whether grades improve 10% for student(s) who took the test the prior year. Mr. Letz stated that the next Principal needs to be instructionally oriented and the next choice to fill that position is a major one. He concluded that without CACS, there is little hope for the kids to succeed, yet these are the funding challenges facing Campagna.

David asked if Title I or all federal funding is at risk. Bruce stated that we receive significant funding from the state, but supplemental, educational, and Title I funds have not been handled well, citing a fund for reading that needed to be returned to the state due to lack of use.

Kathryn Malone asked if CACS wishes to attract younger students. Bruce stated there were plans to meet a clear baseline and petition to move in the fall to 30 middle school students (grades 6, 7 and 8); however, until there is a clear handle on our current population, a middle school cannot be considered at this time.

CA, Inc. Board Meeting Minutes of 3/25/10 continued...

Dan stated that another complicating factor is predicting whether revenue and expenses can break even. Bruce reported that less than 50% of CACS youth are day treatment and open residential clients, and the cost of education will be expensive no matter how we proceed. Dan asked if poor publicity jeopardizes the assignment of youth in our day treatment and residential programs. Bruce stated this is always a factor, and it is important to develop a strategy to communicate consistently about our youth and to publicize their successes whenever possible.

Discussion followed regarding the quality of administrative and teaching staff in a school's success. Considering the opportunity between rigorous requirements and a mission that intentionally reaches out to students with low reading abilities, Dan asked Mr. Letz if with the right Principal in place, he felt CACS could be successful. Mr. Letz confirmed it could be, with CACS following all criteria of BSU's charter. Bruce suggested bringing BSU administrators to the board retreat at the end of April for their viewpoints.

Jeanne Wease stated that she understands CACS is not meeting AYP; however, she knows students by name that have succeeded with our help. Jeanne stated that at Lake Central, she saw kids set up to fail due to their anger and confusion issues, which is why CA's day treatment program was created. As a CASA worker, Jeanne attested to seeing youth in the court system and placed in institutions. Paul Freeland suggested the need to look at a different teaching model, with in-service training so our teachers can learn how to respond to students' behavior.

Dan then read Jennifer Monberg's recommendation that she is 'not convinced that Campagna should operate a school, or that it is in Campagna's best interest to do so.' Kerry Connor then questioned AYP testing. Bruce stated that if 'bubble' students (students on the cusp of academic failure) could pass, they could cause CACS to make AYP. Bruce further stated these students need to be identified and given additional help and that our incoming Principal needs to create a clear strategy, engaging parents, and possibly changing the length of the school day. Kerry stated that concrete measures are identifiable and asked who in April or May will determine if we have reached 'safe harbor.' She expressed concern about CACS only meeting 'status quo' and the need for a focused vision, i.e., whether we educate students, increase their number to 180, or serve a designated population. Kerry asked if CACS could close for a year to decide what needs to be done to address transportation, marketing, staffing and curriculum issues, and if it is possible to teach a foreign language as part of Core 40 requirements. Bruce responded that our authorizer (BSU) would be able to tell us if that is a viable option. Paul stated we need to stabilize our current faculty, and students could not be educated if the school closed for a year. Jeanne added CA would then need to re-apply for a charter with BSU.

Dan asked if it was reasonable to expect an incoming Principal to develop a plan to address teacher development issues this August. Mr. Letz recommended hiring a Principal from northwest Indiana with experience, suggesting a salary of \$80,000. Discussion followed regarding required attributes of the next Principal. Tom Ruiz suggested someone who could garner respect from students and youth, a good communicator, and someone with high energy. Tom further suggested that since it is unlikely one person would possess all these skill sets, it would be advisable to expand with an Assistant Principal position to handle details. Ken Anderson suggested grooming a younger person as the assistant who might carry on as Principal one day.

Discussion followed regarding using a management company to focus strictly on education. Mr. Letz suggested that investigation is necessary, and the Indiana Dept. of Education (INDOE) is eager to assist in this regard. Assignment of a management company would need BSU approval. Bruce confirmed the position of Principal has been posted on the INDOE website, and BSU's input is valuable. Paul stated he felt private managing companies could culturally clash with a not for profit's ideology.

CA, Inc. Board Meeting Minutes of 3/25/10 continued...

Timing for the next round of meetings was discussed, since decisions need to be made at the May annual board meeting. Dan suggested the Education Committee could begin the search, talk to management companies to sort out pros/cons, and explore using headhunters. (Established meetings are listed below.)

Kathryn asked if plans for graduation are in place, and Sister Michele confirmed this is the case. Dan thanked members of the ad hoc committee for their work, as well as Sister Michele for her presence.

Scott presented the CA, Inc. budget for 2010 and copies were distributed. The electronic version of the budget was not the most recent, and it will be re-sent to the board. Bruce explained that rates were kept flat for the first seven months of 2010, and the last five months assumed a 10% cut. Bruce reported the current census (actual v. budgeted) as follows:

Private secure budgeted – 33 / Actual – 30
Open residential budgeted - 31 / Actual - 33
Day treatment budgeted - 25 / Actual - 21
Foster care budgeted - 7 / Actual - 4

Bruce reported that expenses are continually adjusted (currently \$97,000 below budget). Scott added that leadership does a good job of reviewing the census to determine where positions can be shifted to meet demands and reduce any overtime, and Chase Bank appreciates our efforts to reduce costs.

Bruce reported that the 2010 First Look for Charity has generated approximately \$66,000, down from \$77,000 in 2009. Opening the fourth pod in the Hope Center was discussed, which Bruce stated would be a delicate matter. Dan then asked for a motion to accept the CA, Inc. budget for 2010.

Regarding IARCCA's lawsuit against the Indiana Dept. of Child Services (DCS), Bruce reported that the first remediation meeting with DCS will be on 3/31/10 to discuss concessions. Federally-mandated remediation will take place with DCS on 4/22. IARCCA has until 5/31 (or at the latest by 6/30/10) for briefs to be filed with the Court of Appeals, when verbal argument is expected. David asked if there is a possibility rates could be considered retroactively; Bruce responded that per Baker & Daniels, this is highly unlikely.

Bruce announced that Elena Dwyre has been selected to fill the position of Chief Operating Officer and will begin on 4/5/10.

Paul asked Ken Anderson for an update on the proxy process for the Education Committee. Ken will report back to the board in the near future.

BOARD ACTION

Jim Wieser motioned for acceptance of the Consent Agenda, as discussed; Gene Wease seconded; and with no abstentions and all in favor, the motion was carried.

Paul Freeland motioned for acceptance of the CA, Inc. budget for 2010, as presented; George Letz seconded; and with no abstentions and all in favor, the motion was carried.

A specially-called meeting of the **Executive Committee and Education Committee** will be held on Thursday, 4/8/10, at 8 a.m. in the Community Room of the Campagna Center. All board members are encouraged to attend.

A specially-called meeting of the **CA, Inc. Full Board of Directors** will be held on Thursday, 4/22/10, at 8 a.m. in the Community Room of the Campagna Center.

Sincerely,

Kerry Connor, Secretary
CA, Inc. Board of Directors
Cnw

Appendix L

Faculty Meeting Minutes

Faculty Meeting 4/19/10

Focus of the Meeting: Title I 1003g grant.

We have to demonstrate that we have been starting the process and collecting data for SIG 3g. We have been comparing recent years. We completed faculty survey curricular side from faculty point of view. We are going to work in groups to get different ideas and perspectives. (Find the root causes)

Key Findings: Why Are the Students Not Demonstrating Success?

- 1) Observation did not occur throughout the year.
- 2) Too much time on discipline.
- 3) Because of change in leadership – too many rule changes within the year; prompted in consistency and micromanagement.
- 4) Huge teacher isolation, lack of collaboration, lacking team approach.
- 5) Indicative of pathology that is not healthy.
- 6) Lack of feedback / inconsistent evaluation, lack of state of the art technology
- 7) Finding a balance between rigor and capability of students.
- 8) Courses are not differentiated for struggling students,
- 9) Lack of assistance, lack of background and educational history on each student.

Need for Curriculum Coordinator

Also need Paraprofessionals / TA's

Root Causes of the Findings

- Inconsistent leadership
- Lacking clear curriculum that is academically rigorous
- Lacking accountability
- Lacking professional development
- Lack of communication
- Lack of school pride in certain times and areas
- Lack of textbooks
- Books should be available to take home
- High interest (lower level textbooks)

Test Levels: Students, teachers and Parents Need to Understand These Issues

- Grade equivalency
- Teacher/Student relationships are key to success
- Students do not care about doing well because they never have been successful.
- Once they find out they “can do it”, they want to do it.
- Lack of comprehension directly related to success for our student population.
- Strong need for useful professional development
- Strategies to address issues of new students:
 - 3 Interview Teams: Teachers, staff member and a TA would interview incoming students and then make a recommendation for success: Counselor would create a plan.
 - We don't have an orientation course that teaches social and study skills
 - More parent involvement (At this time, we have no PTO)
 - Dinners, meetings, plan for prom, support in the classrooms, etc.

Teacher Appreciation Week the 1st week of May: We need to plan
Parent / Teacher Conference day / Open house

Other Parents Ideas:

P. A. T. Parents As Teachers: Will have a presentation on its success.

Overarching Goal for the Grant:

Develop a resilient, stable, and consistent school culture

New students need to know the rules when they come into our program. (The rules don't change for other programs)

Appendix M

Staff Meeting Minutes

Staff Meeting 8:30 4/19/10
Sister Michele, Mr. Harvey, Michelle Berger, Shoshanah, Susi, Christie

Discipline Policy: Evaluate: How is the discipline?

- Reality Check Evaluation:
What should we do differently next time?
 - Allow Team Ten Leaders to escort their group to the gym.
 - Have charter school to attend after lunch.
 - Have forms ready before hand.
- Reward Day: April 30th Field Day and Cook Out
 - Plan B: Take students out for an outing.
- Grant: The 3g Grant will take most of Sister Michele & Michelle Berger's time this week and next week, Mr. Harvey will deal with discipline issues
- Upcoming events: Prom, Talent Show, Blood Drive

Detention List:

2 detentions

Make-Up

Brian White (refused)
Calvin Sanders (refused)
Dayanna Medcafe (refused)
Jajuan Harris (refused)
Briana Carter (refused)
Jamie Trevino (refused)

Naomi Smith (absent)
Anthony Reed (absent)

Detentions will be held on Tuesday & Thursday of this week

Announcements:

Azaria will no longer attend Sylvan Tutoring, Sylvan will give free ECA prep test

Appendix N

Progressive Discipline

Policy

Campagna Academy, Inc.
Progressive Discipline Policy

5.2 DISCIPLINE

When an employee's conduct interferes with the orderly and efficient operation of CA, or an employee's performance does not meet the expectations or requirements of the job ([including ineffective teacher performance](#)), CA may take corrective action. In some cases, it may be appropriate to consider progressive discipline, which provides the opportunity for employees to be warned of the seriousness of unacceptable behavior and the consequences if the misconduct continues. However, the decision to use or not to use progressive discipline is solely within the discretion of CA. Management retains discretion to take disciplinary action appropriate to the particular circumstances and may include verbal or written warnings and/or suspension (with or without pay), and/or placed on probation, and/or demotion or immediate discharge. Nothing in this policy intended to modify the at-will nature of employment, which means that either the employee or CA may terminate the employment relationship at any time.

5.2.1 Types of Offences

If a staff engages in conduct that is not specifically listed herein, but in the opinion of the administration, is equal or similar to such conduct as listed below, it too will be cause for disciplinary action. Offenses are rated by Level (I, II, III) see chart for explanation of each. The specific accumulation of offences for each level within a year may lead to termination, of employment, as follows.

Level I – 10 offenses Level II – 5 offenses Level III – 1 to 2 offenses (depending on severity of offense)

Type of Offense	Level I	Level II	Level III
MRO paperwork	See Porter Starke/Campagna Corporate Compliance		
Using or giving illegal sub.	N/A	N/A	1 st offense
Abuse of children/staff	N/A	N/A	1 st offense
Possession of weapons	N/A	N/A	1 st offense
Any excessive force	N/A	1 st offense	2 nd or 1 st blatant offense
Medication Error	N/A	1 st offense	2 nd or 1 st blatant offense
Time card/clock fraud	N/A	1 st offense	2 nd or 1 st blatant offense
Theft or Damage	N/A	1 st offense	2 nd or 1 st blatant offense
Falsification of documentation	N/A	1 st offense	2 nd or 1 st blatant offense
Lying	N/A	1 st offense	2 nd offense
Sleeping during work	N/A	1 st offense	2 nd offense
Insubordination	N/A	1 st offense	2 nd offense
Job abandonment	N/A	1 st offense (1-2 days)	1 st offense (3 or more days) or 2 nd of.
Not performing job duties	1 st offense	2 nd thru 5 th offense	6 th offense or 2 nd offense if refusal
Violation of Policy/Protocol	1 st offense	2 nd thru 5 th offense	6 th offense or 2 nd offense if refusal
Poor supervision of clients	1 st offense	2 nd offense	3 rd offense
Harassment (Subject to degree)	1 st offense	2 nd offense	3 rd offense
Misuse of power of position	1 st offense	2 nd offense	3 rd offense
Not answering On Call	1 st offense	2 nd offense	3 rd offense
Gossip/Defamation of Character	1 st offense	2 nd offense	3 rd offense

Lack of confidentiality	1 st offense	2 nd offense	3 rd offense
Late for work	1 st and 2 nd offense	3 rd offense	4 th offense
Inform of Workplace Romance	1 st and 2 nd offense	3 rd offense	4 th offense
Not Checking email/Harmony	1 st and 2 nd offense	3 rd offense	4 th offense
Poor use of judgment	1 st and 2 nd offense	3 rd offense	4 th offense
Improper call off	1 st and 2 nd offense	3 rd and 4 th offense	5 th offense
Lack of training hours	1 st and 2 nd offense	3 rd and 4 th offense	5 th offense
Late paperwork	1 st and 2 nd offense	3 rd and 4 th offense	5 th offense
Misuse of keys	1 st and 2 nd offense	3 rd and 4 th offense	5 th offense
Poor work performance	1 st and 2 nd offense	3 rd thru 6 th offense	7 th offense
Unapproved Over Time	1 st and 2 nd offense	3 rd thru 6 th offense	7 th offense

5.2.2 Procedure for Implementing Staff Discipline

1. If infraction was seen by a supervisor of a different department, it is their obligation to discuss and Complete an “Out of Department Notification” form with staff’s immediate supervisor, within 24 hours. Discipline will then be completed, if necessary, by immediate supervisor within two work days. If a difference of opinion occurs between supervisors it needs to be brought to the directors of each department. If a difference of opinion occurs between directors it needs to be brought to COO and Sr. Director Human Resource for a decision. Form will be turned in to Human Resource Department by supervisor that seen the infraction after both supervisors discuss infraction. If employee was placed on probation, then the supervisor needs to document regular meetings. On the last day of probation the supervisor will document improvements that were made with a signature from supervisor, employee, and director. This documentation is then given to the Human Resource Department, by the Director. All areas of “Employee Warning” form need to be completed by immediate supervisor to include offense, all times offense was discussed with staff (include documentation of discussions), specific policy being violated, corrective action needed, standard expected, and next corrective action if done again.

Then the form needs to be reviewed by Immediate Director and Sr. Director of Human Resource

prior to meeting.

- **Level I and level II offenses need to present within two work days of discovery of infraction.**
 - **Level III offenses need to present to staff within five work days of discovery of infraction.**
2. At the meeting, the form should be read to staff then all parties need to sign attendance to meeting (if staff refuse to sign, document refusal on form). If staff would like to write there side to the event, allow doing so on the front or back of form. Then turn into Human Resource Department in a confidential folder. (If staff requests copy, please make a copy.)
 3. Teaching/Counseling moment (Level I): This should be documented on “Employee Warning” Form. Supervisor should be instructing staff on appropriate action and answering any questions to better educate staff so not to repeat the infraction. Assign trainings if needed and follow up.
 4. Corrective moment (Level II): This should be documented on “Employee Warning” Form. Supervisor should be instructing staff on appropriate action and answering any questions to better educate staff so not to repeat the infraction. Assign trainings and follow up along with 30 – 60 day probation, and possible suspension.
 5. Discipline moment (Level III): If staff has repeated offense after a Corrective moment or the severity of the offense is critical an “Employee Warning/Termination” Form needs to be completed same as above, with addition of the following. 30 - 90 day probation, 1 -5 day suspension, and/or transfer, demotion, or termination. Terminations and demotions need to be reviewed by Sr. Director of Human Resources and COO then approved by CEO. (if transfer, demotion, or termination Sr. Director of Human Resource along with immediate Director need to be present at meeting)

SUMMARY: (All corrective actions need to be on “Employee Warning” form in detail, along with what supervisor is putting in place to improve staff)

- **Level 1 = training & possible probation (5 – 30 days)**
- **Level 2 = training & probation (15 – 60 days)**
- **Level 3 = training, probation (30 – 90 days), suspension w/o pay (1 – 5 days), and possible transfer/demotion/termination**

Appendix O
School Calendar
See Excel Attachment

Appendix P

Five Year Study

Methodology

CACS Five Year Study Methodology

The primary independent variable of this study is the treatment associated with the foundational principles and the educational components that will take place at CACS. The

primary dependent variables include the academic achievement and social-emotional functioning of students who attend CACS. Other moderating or mediating variables will be considered such as attendance, parent involvement, age, gender, race, and other background characteristics.

Data Collection Materials

Multiple data collection tools will be used to measure the quality and effectiveness of the established pedagogical and program-related characteristics/components of CACS with a particular focus on the implementation and maintenance of a personalized and engaged learning community approach. The data collection tools that will be used for this study include academic achievement tests and psychological instruments that focus on the social and emotional functioning of adolescents. In addition, qualitative focus groups will be conducted with the students and parents, and staff will be interviewed to better understand the experiences and perceptions of the primary stakeholders within the CACS community.

Behavior Assessment for Children – Second Edition (BASC-2)

The BASC-2 is a comprehensive behavior assessment for children that consists of a set of rating scales and forms including the Teacher Rating Scales (TRS), the Parent Rating Scales (PRS) and the Self-Report of Personality (SRP). The TRS and PRS are used for assessing children between the ages of 2 and 21 while the SRP is appropriate for youth between grades 6 through college. The parent and teacher forms contain the similar scales, which include clinical scales (e.g., aggression, anxiety, attention problems, atypicality, conduct problems, depression, hyperactivity, learning problems, somatization, and withdrawal) and adaptive scales (e.g., adaptability, social skills, leadership, functional communication, and study skills). The student version also contains clinical scales (e.g., anxiety, attention problems, attitude to school, attitude to teachers, atypicality, depression, hyperactivity, locus of control, sensation seeking, sense of inadequacy, social stress and somatization) and adaptive scales (e.g., interpersonal relations, relations with parents, self-esteem and self-reliance) Additional information can be obtained at <http://psychcorp.pearsonassessments.com>.

Focus Group Protocols and Staff Interview Protocol

A focus group protocol will be used with students and parents, and an interview protocol will be used with staff. The youth and parent focus groups and the staff interview are intended to gather in-depth information and to be used with the quantitative data for triangulation purposes. The focus group protocols for the youth and parents are provided in Appendix A and Appendix B. The interview protocol for staff is provided in Appendix C.

Design and Data Analysis

This evaluation study will utilize a mixed methods triangulation design where quantitative and qualitative data will be collected, analyzed and compared for a more in-depth and comprehensive analysis. The triangulation of the data will help to improve the validity of the study by providing a check and balance system. In addition, some of the qualitative data may shed light on new concepts that will then be followed up with a quantitative survey, if appropriate. Therefore some of the qualitative results may also determine a need for additional quantitative survey items.

The quantitative component of this evaluation study will follow the quasi-experimental design given that participants are not randomly selected or assigned to a group. The current CACS students will be tracked longitudinally and therefore within-groups analyses will be conducted. The comparison group will consist of students who attended CACS prior to the transformative change at CACS; however, only school-related data will be available for the comparison group. Thus, the final analysis will be based on a mixed models design where two groups of participants will be compared with regard to school-related youth outcomes only (e.g., grades, test scores, attendance and discipline). A repeated measures analysis of variance will be used to analyze the data; with and without a comparison group via SPSS. In addition, since the Graduation Qualifying Exam (GQE) is based on an outcome of pass/fail, a logistic regression analysis will be used to determine which factors are most predictive of success on the GQE. This information will then be used for program and process related refinements.

The qualitative focus group data will be analyzed by open-coding and axial coding procedures as outlined by Creswell (2005). According to Creswell, axial coding involves the selection of an open coding category (e.g., theme) as the “core phenomenon” and then all of the other categories or themes are related to the core theme. The other categories therefore become (1) causal conditions, which are factors that influence the core theme; (2) strategies, which are actions taken in response to the core theme; (3) contextual and intervening conditions, which pertain to general and specific situational factors that influence the strategies; and (4) consequences, which are the outcomes associated with the strategies used.

Ethical Considerations

This evaluation study seeks to identify the most successful components of a Charter School for youth who are characterized as socially and/or economically disadvantaged and who are at-risk particular for delinquency. This evaluation study will be based on data collected from consenting participants and confidentiality will always be safeguarded by using student identification numbers instead of names. If through the evaluation process child abuse or neglect is detected, the program staff will notify Child Protective Services. In addition, the data collection instruments will not be used for labeling purposes, but for research purposes only. However, if there is reason to believe that a particular student may be in need of clinical services based on his/her BASC-2 results, the appropriate referrals will be made and the staff will follow-up to make sure that the student has received the services needed.

Reference

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluation quantitative and qualitative research* (2nd ed). Upper Saddle River, NJ: Pearson.

APPENDIX A
Youth Focus Group Protocol

1. How do you feel about the staff at CACS?
2. How has your relationship with your parent/guardian changed in the last year?
3. What do you like best about CACS?
4. What do you like least about CACS?
6. How have you changed since September?
7. Do you think that attending CACS has changed your life? If so, how?
8. What are some examples of experiences that have had a positive impact on your academic achievement?
9. What are some examples of experiences that have had a positive impact on your self-confidence or self-esteem?
10. What are some examples of experiences that have had a positive impact on your relations with others?
11. What are some examples of experiences that have had a positive impact on your study skills?
12. Have you had any negative experiences while at CACS? If so, please explain?

13. Where do you see yourself in 5 years from now? Is this different from what you thought a year ago? If so, how is it different?
14. Are you more motivated to be academically successful than you were a year ago? Please explain your answer.

APPENDIX B
Parent Focus Group Protocol

1. How do you feel about the staff at CACS?
2. How has your relationship with your child changed in the last year?
3. What do you like best about CACS?
4. What do you like least about CACS?
6. How have you changed since September?
7. Do you think that attending CACS has changed your child's life? If so, how?
8. What are some examples of experiences that have had a positive impact on your child's academic achievement?
9. What are some examples of experiences that have had a positive impact on your child's self-confidence or self-esteem?
10. What are some examples of experiences that have had a positive impact on your child's ability to relate to others?
11. What are some examples of experiences that have had a positive impact on your child's study skills?
12. Have you or your child had any negative experiences while at CACS? If so, please explain?

13. What do you think about the philosophy or mission statement of CACS?
14. Is your child more motivated to be academically successful than he/she was a year ago?
Please explain your answer.

APPENDIX C
Staff Interview Protocol

1. Why did you decide to take this position?
2. What are your educational and professional credentials?
3. Please describe your current understanding of the mission and philosophy of CACS.
4. To what extent do you believe that CACS has adhered to the mission and philosophy?
5. Please describe the programs at CACS and your role at CACS.
6. What are the goals at CACS?
7. How do you think CACS has affected students in the following areas:
 - Behavior and social-emotional functioning
 - Academic achievement
 - School attitude/motivation
8. Which foundational principles do you believe were implemented most effectively?
9. Which educational components do you believe were implemented most effectively?
10. What are some challenges that you have experienced thus far?
11. What are some of the successes that you have experienced thus far?
12. How has CACS encouraged parental/guardian involvement?
13. What do you think is the biggest challenge that staff face today?
14. What would you change about CACS if you could?

Appendix Q
Personalized Academic
Plan

See PDF Attachment

Appendix R

Bridge to Ivy Tech

Building a Bridge to Ivy Tech (B2IT)

Components to the Program

- Transition from High School to vocation program
- College/program matriculation
- Success performance in classes
- Service learning: tutoring and mentoring
- Intrusive advising

Outcomes:

- Knowledge of successful study habits
- Dual credit
- vocational experience
- Learning through teaching
- Income for advanced education
- Delayed gratification
- Budgeting experience

Process:

- Identify 8-10 students who meet the following criteria
- Meet with parents
- Sign contract

Criteria:

- 18+ years of age or entered high school in 2006 or earlier
- Score at least at the 40%ile rank on the NWEA or
- Passed ECA in English, Biology, or Algebra
- Articulated goals for a particular vocation
- Submitted writing sample
- Must maintain a C average to continue in the program

Service Learning:

- Identified student would tutor a freshman every morning between 7:00 and 8:00am.
- B2IT student would receive training in tutoring.
- B2IT student would receive a daily stipend for tutoring.
- Stipend would be paid at end of each semester.
- B2IT Student tracks income and interest on Quick Books.
B2IT Student submits budget for income and expenses and tracks expenses

Appendix S

Providers and

Resources

Providers and Resources

Performance Review Committee (PRC)

The Performance Review Committee (PRC) is an internal structure consisting of two administrators, two faculty and two staff members who are selected annually by a staff/faculty election. The goal of this standing committee is to give an opportunity for a voice in administrative matters such as evaluating incentives and issues of faculty and staff performance.

Professional Learning Community (PLC)

“A PLC is composed of collaborative teams whose members work *interdependently* to achieve *common goals* linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *impact* their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers around certain critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?” (All About PLC)

Intrusive Advising

Earl (1987) describes the intrusive model of advising as an action-oriented approach to involving and motivating students to seek help when needed. Intrusive Advising involves intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Research literature on student retention suggests that contact with a significant person within an institution of higher education is a crucial factor in a student’s decision to remain in college (Heisserer & Parette, 2002).

“Experience shows that intrusive advising strategies can be especially useful when advising to build student resiliency. Intrusive advising strategies found to be helpful at the initial enrollment of an underprepared student include:

- Utilize appropriate assessment tools to determine student skills and abilities;
- Employ open-ended questioning techniques e.g., "What subjects did you enjoy studying in the past?" with follow-up questions such as "What methods did you find successful in studying this subject?"
- Identify student strengths as well as skill deficits;

- Be direct, emphatic, and prescriptive when designing a plan to overcome skills deficits (Ender & Wilkie, 2000);
- Recommend courses appropriate to students' current skill levels mixed with course options in areas of previous success;
- Match student learning style with the teaching style used in the course; use caution in recommending on-line classes or satellite classes;
- Help students determine the time of day that will best optimize learning e.g., determine if the student is a 'morning person';
- Help students set short and long-term goals and develop action plans to achieve their goals (Ender & Wilkie, 2000);
- Introduce student programs, resources and groups -- TRIO/SSS, Gear Up, writing and math centers, learning and study skills classes, college survival courses, Orientation, career development center, etc. -- that create support structures;
- Explain the importance of meeting deadlines and regular class attendance;

Ender and Wilkie (2000) further suggest that underprepared students may "have a negative self-concept with respect to the academic environment; it is important that the advisor provide the developmental student with positive and encouraging feedback when appropriate" (p. 135). Schreiner & Anderson (2005) note that advisors who help students set goals and build action plans based upon their talents inspire students to acquire the skills necessary for college success. Ender and Wilkie (2000) further recommend that advisors stress how expectations and requirements differ from high school/workplace and suggest ways in which students may become active participants in their learning (p. 135)." (Miller and Murray, 2005)

Team Five

Team Five is a concept of small group mentoring pairing five students with one staff member. The team would meet each Friday for 55 minutes to discuss weekly academic progress, including grades, homework and any struggles surrounding their classes. The team leader, or staff member, would be responsible for contacting parents/guardians each Friday through email or phone to discuss the student's grades and progress. The team leader would also serve as a contact person for the parents/guardians to call and/or email should they have any questions regarding their child.

Team Five would also promote connectedness between the student and a staff member. "Low connectedness to school has been found to predict adolescent depression, risk taking, underachievement, and alienation from peers, teachers, and parents (Bonny, Britto, Klostermann, Hornung, & Slap, 2000; Karcher, 2002; Kuperminc, Blatt, & Leadbeater, 1997). Conversely, connectedness to parents and to school have been found to reciprocally influence self-esteem, social skills, and identity development (Cooper, Grotevant, & Condon, 1983). Recent studies suggest that mentoring can affect social skills, school behavior, and self-esteem as well as mentees' connectedness to family and to school (Karcher, Davis, & Powell, 2002; King, Vidourek, Davis, & McClellan, 2002; Rhodes, Grossman, & Resch, 2000)" (Karcher, 2005).

Appendix T
Student Contract
See PDF Attachment

Appendix U
Commitments to
Education
See PDF Attachment

Appendix V
Budget
See Excel Attachment

Appendix W
MOU with Ivy Tech

**Campagna Academy, Inc. and
Ivy Tech Community College
Memorandum of Understanding
April 26, 2010**

I. Background

Campagna Academy, Inc. is pursuing external funding in support of a substantial school improvement initiative.

Ivy Tech Community College is the nation's largest state wide community college with single accreditation. It is the state's largest public post-secondary institution serving more than 150,000 students per year.

The Education faculty and administration at Ivy Tech, Gary campus has worked closely with other K-12 school systems in pursuing improvement and professional development initiatives of various kinds.

Faculty, professional staff, and students at Ivy Tech have successfully collaborated with Campagna Academy, Inc. on a number of initiatives over the course of several years.

II. Purpose

The purpose of the memorandum-of-understanding is to stipulate services that Ivy Tech Community College will provide to Campagna Academy, Inc. in support of its multi-year initiative designed to dramatically improve the academic performance of students who attend the Charter School housed at Campagna Academy, Inc.

III. Responsibilities of Calumet College of St. Joseph

- Ivy Tech Community College will assist in identifying appropriate students who can benefit from a dual credit initiative which will allow Campagna Academy students to earn college credit while attending high school.
- Ivy Tech Community College will provide consultation services and training pertaining to best practices involving curriculum design, pedagogy, discipline for this identified student population..
- Ivy Tech Community College will assist in providing content experts to coach and provide feedback on implementing best practices in teaching at-risk youth.
- Ivy Tech Community College will provide assistance to Campagna Academy, Inc. in the evaluation and assessment expertise on the achievement of goals related to student outcomes. This will include a review of both programmatic assessment and student learning.
- IV. Signatures



Appendix X

Night School

Campagna Academy Charter Night School 2010-2011

CACS Night School

Based on current best practice research that suggests creative responses for alternative education, Campagna Academy Charter School will introduce a night school pilot program for the 2010-2011 school year. Twenty students will be selected to attend night school while also attending day school. Night school will also be available to those students who are not successful in day school due to pregnancy/parenting and/or academic, emotional or behavioral issues. The goals of this program are as follows:

- Increase the graduation rate to 50% in Year 1 of the grant.
- Offer alternative schooling options to students not successful in traditional day school.
- Provide access to chronically problematic students.
- Assist students to develop their own plan for accountability and progress toward graduation.
- Goal: 95% of the students successfully complete the courses taken with a C or higher.

Curriculum

CACS Night School will provide of two highly qualified teachers and two instructional assistants. Students earn two credits per semester while attending four days per week (Monday through Thursday), 3 hours per evening (4:00pm-7:00pm) with break. The Personalized Academic Plan (PAP) will provide the blue print toward graduation and will be designed in collaboration with the student, and the school and behavioral counselors.

The curriculum will mirror that of Campagna's day school, which will be embedded in the Professional Learning Community. Therefore the classes will be constructivist, Socratic and will engage students in the process of their own learning. Selected students will also be provided with the opportunity to earn an additional credit per semester through an online course program, PLATO. This approach to credit recovery will provide highly motivated students the opportunity to complete their Core 40 diploma. Core content area courses will be offered and will be determined by the need of the students in collaboration with trained personnel.

Expected Outcomes

CACS Night School will be evaluated for effectiveness after Year One of the grant. The parameters of evaluation are as follows:

- An increase in the graduation rate for CACS (Goal Year 1: 60%)
- Full enrollment (Goal for Year 1:20 students)
- Strong Attendance Rate: (90%)
- Student and parent engagement: 90% attendance at monthly evaluation meetings
- Favorable mentor report (Monthly report)
- Faculty, staff, administration and stakeholder evaluation of the program (Once per semester).

Successful evaluation of the program will determine continuation of the program for Year II. If the program is continued, CACS Night School will increase its student population by 5 students and 1 teacher for Year Two of the grant. A similar process of evaluation will occur. Again, if successful, Year Three will increase by another 5 students and 1 additional teacher and teaching assistant. The goal is by the end of year three (2012-2013), the night school program will be

available to 30 students, will have established success indicators, will have a consistent cluster of teachers who work as a Professional learning Community, and who are successful in assisting students toward securing their Core 40 diploma.

Administration

The administration of Night School will be the responsibility of the Assistant Principal. He/she will have all the same resources available for the Night School as for the day, and the curricular expectations will be the same. However, there will be a set of expectations that will differ from the day school, (i.e. uniforms, independent work, etc.). A Handbook will be provided to the students in the Night School.

Past Experience of Night School

Historically, CACS did support a Night School in the past. However, as identified by three faculty/staff who were here at the time, the curriculum lacked depth and planning. The writer of this grant does not believe the curriculum will be problematic, and will address this issue in the early design stages.

Student Selection

Through the use of PowerSchool, we have already identified about 12 students, who, if successful in CACS Night School will increase the graduation rate for CACS.

Appendix Y

Community Outreach

Community Outreach at CACS

The integration of the student and the family within the community is a challenge, but one that benefits the student and sets example and possibility for the future. Parent and child play strategic roles within the community. Therefore, the following strategies will assist Campagna families within their communities.

- ***Parent Education Series*** are offered within the local neighborhoods at the Boys and Girls Club or local libraries (Merrillville, Gary, and Schererville). The first meeting of the series will focus on IT skills and accessing information on Power School, the administrative software where parents access their child's grades, email to teacher, and communications from the school. Particular attention will be paid to those families without Internet access.
- ***The Parent Education Series*** will focus on topics most beneficial to the parents. Parents are involved in choosing the topics through focus groups that occur at the end of each meeting. The topics are updated, speakers chosen, evaluation occurs, with the cycle occurring again. Some topics could be: value of community service, substance abuse and assisting parents and students with FAFSA and college applications.
- ***Team 5:*** Each teacher, counselor, or staff member engages with the student and his or her family each week. The goal to form relationships is primary to the Team 5 concept, to discuss progress, and to identify resources within the community that assist parents with the challenges of raising a teenage. Incentives will be provided for the students and their families (gas cards, gift certificates and movie tickets) to the Team 5 groups to encourage the exchange of ideas, continued engagement with CACS and within the group. A culminating celebration dinner will occur in May.
- ***Establish monthly Back to School Nights*** on campus or an alternative site with programs to motivate (Bob Love of the Chicago Bulls, Timothy Shurr local motivational speaker) Entertainment (Jessie White Tumblers, Incognito-Diversity Theatre through Public Television, (Nicole Jamrose, a national c/w singer), or Sports Hero's (Ron Kittle from the Chicago White Sox).
- ***Expand community outreach*** to local businesses communicating the message of Campagna by being productive members of local chambers and civic organizations.
- ***Weekly press releases*** to the local media concerning events occurring at Campagna, Inc. and the Charter School. This community will better understand what CACS offers the community.
- ***Develop an outreach plan*** to area churches to collaborate in forming life coaches to Campagna students and their families.
- ***Partner with the local*** United Way in their Day of Caring Program for high school students.

These strategies will accomplish the goal of community engagement for the first year of the grant.

Appendix Z

Professional

Development Plan

Professional Development Plan 2010-2011

Overview

CACS students present with a particular constellation of challenges that require a specific skills set from teachers. Therefore, CACS administrative staff has chosen to add an additional paid week to the faculty's schedule (adjustment to the faculty contract). It is imperative that all faculty and staff have the proper skill set for teaching at Campagna. The particular approach must be taught by professional in the field who have developed the research based knowledge and skills needed for successful student engagement.

The following is the Professional Development Schedule for the 2010-2011 academic year.

June 11	Carnegie Learning: PD Blended Phase I On-Site Initial Training: New Math Program for CACS
July:	Curriculum development in content areas (Teachers paid stipend to work during the summer)
July:	Professional Learning Communities: A coach will work with identified teams of faculty. (Teachers paid stipend for work during summer)
July:	Meetings with returning families; Development of Personalized Academic Plan (PAP) and contracts. (Teachers teams paid stipend for working with families)
July:	Meetings with new families; Development of PAP and contracts.

Professional development days for all faculty and staff:

- August 2 -4: Therapeutic Crisis Intervention (Requirement of all Campagna employees)
Presenter: Delores Sanders
- August 5-6: Data Driven Instruction: Using data in the *PAP* for each student.
Presenter: Dr. Jeanette Shutay (Appendix X)
- August 9: CPR certification (Requirement of Campagna employees)
Presenter: LaMisa Marshall
- August 10-11: The Youth Change Workshop
Presenter: Ruth Wells
- August 12: Classroom Management and ODD: What To Do?
Presenters: Dr. Leslie Rittenmeyer, and Dr. Jill Miller (Appendix X)
- August 13: Strategic Plan and Data: Integrating and Advancing the Goals of CACS
Presenter: Dr. Michele Dvorak, PHJC (Appendix X)
- October 22: Classroom Management and ODD two Months Later:
Presenters: Dr. Leslie Rittenmeyer, and Dr. Jill Miller (Appendix X)
- November 24: Stress Management:
Presenter: Dr. Carl Moisoff
- January 3: Quality Indicators: How Are We Doing?
Presenter: Dr. Jeanette Shutay (Appendix X)
- June 13-15 Strategic Planning and Data: Year 2 of the Grant: Dispositions and expectations.
Presenter: Dr. Michele Dvorak, PHJC (Appendix X)

Appendix AA
Sustainability
Strategic Plan

Sustainable Strategic Plan for CACS

The development of a robust infrastructure promoting long-term sustainability is essential. Campagna Academy's board of directors is committed to the ongoing success and sustainability of Campagna Academy Charter High School. Over the past 10 years this endowment has grown from \$200,000,000 to \$6,000,000 at its peak. Campagna has at its discretion the ability to commit earnings from these investments to augment other resources for a successful operation of the Charter High School. Campagna was successful raising approximately to \$3 million dollars to complete the Campagna Center. We also raised \$2.7 million dollars in replacing the gymnasium that had burned down. Campagna, Inc. (the agency) currently has an endowment fund with approximately \$5.5 million dollars.

Campagna Academy provides a valued choice to families and students. With high quality support we can continue annual improvement. To facilitate this continued improvement, we will build a stronger infrastructure of support, develop an operating environment conducive to our school viability, stimulate an in-flow of ever increasing leadership and teaching talent, and enhance the "voice" of Campagna in the community.

The following strategic plan focuses solely on the Charter School. We realize that for our school to remain independent and autonomous, we will collaborate with the development department to strengthen sustainability. To accomplish this monumental task we will do the following:

- Work with local, county, state and federal agencies' in finding, writing and successfully obtaining grants.
- Establish a profitable and flourishing Planned Giving campaign with dedicated funds to the school.
- Evaluate in-kind contributions for the up keep and maintenance of the school grounds using the local Sheriff's Department work release program for projects.
- Engage local bankers and financial planners and educate them about Campagna Charter School, and have them present the opportunity for those individuals making a bequest in their will.
- Directly encourage individuals working with us or asking about our Planned Giving Program to purchase an insurance policy and name the school as its benefactor.
- Write a matching grant proposal for sustaining the school in various projects in conjunction with our local community foundation.
- Explore the possibilities of qualifying for INDOT 5310 money or other transportation grants, thus reducing vehicle expenses for the Charter School. If successful, we will hold a press conference announcing the grant with all partners as the kickoff campaign to raise school funds.
- Aggressively market "Adopt a Student" through Rotary, Lions and Kiwanis Clubs. Students will engage in a civic organization and be rewarded through invitations for lunches or breakfast in the community.

To enhance communication, CACS will conduct mandatory student-parent conferences every three months held in the area Boys and Girls clubs to accommodate individuals who have transportation issues. With the above plans we will be able to fulfill the mission and vision of Campagna Academy; "Restoring Hope and Building Dream and work toward a future where every child belongs to a healthy family in a safe, caring neighborhood".

Appendix BB
Curriculum Vitae

Education

- Catholic University of Louvain, American College, Belgium Fall 2006
➤ Cultural diversity experience rooted in transformation ideology.
- Institute of Public Policy and Educational Leadership in Higher Education Summer 2006
➤ Leadership Institute centered on research-based administrative practices.
- University of San Francisco, San Francisco, California May 1998
Doctor of Education: Private School Administration
Minor: Organization and Leadership
Dissertation: *An Analysis of the Principles of Catholic Social Teaching as Practiced in Inner-City Catholic Schools.* UMI, MI 1999
- University of Dayton, Dayton, Ohio August 1985
Master of Arts: Educational Administration
- Alverno College, Milwaukee, Wisconsin June 1979
Bachelor of Arts: Education, Environmental Education
Minor: Music Education
- Ancilla College, Donaldson, Indiana May 1976
Associate of Arts

Employment

- Interim Principal,* Present
Campagna Academy Charter School
Responsible for leading, evaluating and designing successful educational structures for the high-risk population of the Academy. Responsibilities include supervision and evaluation of faculty; renewal or non-renewal of teacher contracts; establishing teaching practices based on current data; development of job-embedded professional development; leading, modeling and developing high expectations with faculty and staff; developing a sustainable school culture; designing effective discipline policies; reviewing formative and summative assessment practices; establishing collaborative relationships with agencies that benefit students and parents; and designing and evaluating practices that are strategic, effective, rigorous, and in concert with the Charter sponsored by Ball State University. Accomplishments: focused students on their academic performance, collaboratively designed, communicated and implemented a comprehensive discipline policy, and provided leadership, feedback for teachers and engaged those returning in the planning for the 2010-2011 academic year.

Associate Professor in Education

Present

Calumet College of St. Joseph (CCSJ), Whiting, IN

Responsible for teaching education courses, supervision of student teachers, collaborating with state standards in education, participating on the Education Committee, and contributing to the development of the Education Program. Presently engaging in NCATE review planning for 2011.

Research and Sabbatical

2006

Research Agenda: Presently engaged in descriptive research on the feasibility of a consortium of colleges and universities who share a common mission; to serve the underserved.

Sabbatical Program: University of Louvain, Belgium from September 20 – December 17, 2006. Focused studies on diversity and transformation through Catholic Social Teaching and the writers/framers of significant papal documents.

Vice President of Academic Affairs

1999 – 2006

Calumet College of St. Joseph (CCSJ), Whiting, IN

Responsible for daily functioning of the academic programs. Coordinated activities of the Academic Affairs area in collaboration with the governance of the College; communicated with the various accreditation bodies; reported to the President on academic activities, new programs, program reviews and participated on administrative staff; provided leadership relative to the mission of the College; coordinated the planning and staffing for academic programs including hiring of faculty and assignment of contracts; participated in the annual review process determining recommendations for non-reappointment, promotion, tenure and sabbaticals; developed and maintained organizational databases; provided final layout and review for all institutional documents; participated in budget development; assessed academic structures and processes; Assisted in developing a research agenda for faculty; led and assisted in the design of formative and summative assessment processes based on data; developed professional development approach both individually and collectively with the faculty; facilitated and assisted in the design and approval of graduate programs; and provided oversight and engagement in institutional and faculty grants. Successfully secured a 10 year accreditation for CCSJ, the first 10 year in its history.

Instructor/Assistant Professor

1998 – 1999

Calumet College of St. Joseph Education Program, Whiting, IN

Taught education courses; advised teacher candidates (62); supervised elementary student teachers; assumed a leading role in the Indiana Professional Standards Board accreditation process; created communication delivery systems for teacher candidates; designed accountability procedures; and collaborated with faculty in creating a quality educational climate. Provided the leadership to secure a 5 year Professional Standards Board accreditation.

Administrative Assistant

1996-1998

Institute of Catholic Educational Leadership (ICEL), University of San Francisco (USF),

CA

Developed an Administrative Handbook, organized subscription and mailing lists of publications, managed the Web Page, participated in recruitment activities, updated handbooks annually, attended ICEL faculty/staff meetings, and created and distributed dissertation defense announcements.

Academic Student Services Internship

1996

Laney Community College, Peralta District, Oakland, CA

Participated in daily activities and decisions with leadership in student services at Laney College, one of the four Peralta Community Colleges; engaged with leadership in staff meetings; assumed responsibilities for the coordination of a collaborative project and assumed an active role in the decisions relative to student grievances and services.

Principal

1989-1995

St. Michael Elementary School, Chicago, IL

Oversight responsibilities for three plants and their respective programs; conducted faculty/staff interviews, in-services, and professional development; supervised faculty and staff; held oversight financial responsibilities; developed and executed grants to complement school program; created programs which responded to parent needs and sought grants for the maintenance and development of the school. Secured a 3 year state and Archdiocesan accreditation.

Principal

1985-1989

St. Martin of Tours Elementary School, East St. Louis, IL

Oversight and supervisory responsibilities for faculty/staff interviews, in-services and professional development, developed and executed grants to complement school program, created programs which responded to student and parent needs, provided successful turn-around leadership, developed data-driven practices (pre and post testing annually), worked with diocesan personnel in long range planning for the school.

Teacher, 8th grade, Junior High/Middle School, Student Council Moderator

Our Lady of Perpetual Help, Hammond, IN

1984-1985

Taught departmental social studies, religion, and English and participated actively as a faculty member.

Teacher, 7th grade, Junior High/Middle School, Student Council Moderator

St. Bavo, Mishawaka, IN

1982-1984

Taught departmental religion, social studies, literature, and math and participated actively as a faculty member.

Teacher, 7th grade, Junior High/Middle School

1979-1982

St. Augustine School, Chicago, IL

Taught departmental religion, social studies and language arts and participated actively as a faculty member.

Awards

- 2006 Dvorak Award established at CCSJ. Presented annually to Education student.
- 2001 Criminal Justice Club Award
- 1997 Dissertation Forum Presenter at University of San Francisco (USF)
- 1995-1997 Graduate Merit Scholarship (USF)
- 1991-1995 Big Shoulders Principal Award (St. Michael School, Chicago, IL)
- 1992 South Chicago Chamber of Commerce Award, Chicago, IL
- 1990 Excellence in Management Award, Archdiocese of Chicago

Scholarly Papers and Presentations

- 2010 *The Call to Respond*: Presentation to teachers at St. Paul Parish.
- 2010 Presenter at Merrillville High School Career Day: Topic, Administration and education.
- 2009 Presenter: *Technology Opportunities Today*, International Communications Committee of the Poor Handmaids of Jesus Christ.
- 2009 Presenter: *The Quest for Quality WebQuests Workshop*; Presentation to faculty members from Our Lady of Grace and St John the Evangelist schools.
- 2009 Presenter: *Good to Great Schools* to the Principals of the Gary Diocese. Presentation based on the research of Jim Collins.
- 2009 Scholarship Awards speaker: St. Mary Medical Center. Presentation to scholarship awardees.
- 2008 *Mandated Reporter: What is Your Role?* Presentation to future educators.
- 2007 *Character Education*, based on the research of Thomas Likona. Presentation to future educators.
- 2006 –Present: Portfolio Workshops; Successful portfolio development that meets State Standards.
- 2006 September 14 *Burning Desire to Change the World? Bring Justice!* Initial speaker for the *Sr. Joel Lampen Speaker Series* at Ancilla College.
- 2006 *Role of Women in the Catholic Church*: Presentation to the Justice Committee at St. James Church, Highland, IN
- 2006 January 17 *Good to Great- Collins: Mediocre Teacher to Excellent Educator-You!*

- Presentation to Education Students
- 2006 February 15 *Racial Profiling and Catholic Social Teaching:* CCSJ Lunch and Learn Presentation
- 2005 Presentation to new Chief Academic Officers as Mentor Assistant Coordinator, Council of Independent Colleges
- 2005 *Gender Inequities:* Camp U Can
- 2004 *Principles of Catholic Social Teaching:* CCSJ Lunch and Learn Presentation
- 2004 *Higher Learning Commission Expectations:* North Central Division, Chief Academic Officers Conference: Breakfast Discussion Leader, Council of Independent Colleges
- 2004 Department Chair Workshop: Breakfast Discussion Leader, Council of Independent Colleges
- 2004 New Chief Academic Officer Mentor, Council of Independent Colleges
- 2004 *Principles of Catholic Social Teaching:* PHJC Leadership Retreat
- 2003 *Archiving Digital Documents,* Chief Academic Officers Conference: Breakfast Discussion Leader, Council of Independent Colleges
- 2003 New Chief Academic Officer Mentor, Council of Independent Colleges
- 2002 *Dynamic Duo: Designing a Collaborative Environment for a Successful Self-Study,* North Central Association Annual Meeting: Presentation on Accreditation Process
- 2001 Chief Academic Officers Conference: Chair, Council of Independent Colleges
- 2000 *Institutional Structures That Promote Communication:* Presentation to new college/university presidents, North Central Association Annual Meeting

Grants Awarded

- 2009 Received a \$50,000 grant for the Poor Handmaids of Jesus Christ
- 2009 Received a \$30,000 grant for the Poor Handmaids of Jesus Christ
- 2008 Received a \$20,000 grant for the Poor Handmaid of Jesus Christ
- 2002 Principle developer/editor: One million dollar grant to *Attract and Retain Intellectual Capital for Indiana Higher Education Institutions*, Project Manager.
- 2002 Re-directed the \$35,000 PHJC grant to purchase a CCSJ mobile 20 station laptop wireless cart.
- 2002 Secured a \$442,000 CCSJ *Transition to Teaching* grant in collaboration with the Director of the Education Program and the Indiana Professional Standards Board.
- 2002 Secured a \$35,000 grant to CCSJ to provide for a revolving loan for students without access to computers.
- 2001 Secured with others a Ball Venture Grant for CCSJ: *Building Bridges: Breaking Down Barriers to Earning a Bachelor Degree.*

- 2000 Secured a \$2,500 grant to assist CCSJ Education candidates with information about health services: *Healthy Women 2001*.
- 2000 Secured a \$2,500 grant for CCSJ: *Parents and Kids: Designing a College Future*. Funded; not implemented.
- 2000 Secured grant initiative (with CCSJ team) as an institutional participant in the Notre Dame Social Justice Project: *Infusing Catholic Social Teaching*.
- 2000 Implemented/administered a \$17,000 grant from the Twin City Foundation, Inc. Child Development Association (CCSJ).
- 1999 Secured a \$5000 grant to assist CCSJ Education candidates with information about health services: *Healthy Women 2000*.
- 1999 Secured a \$10,000 grant from the Poor Handmaids of Jesus Christ to purchase ten laptops for the CCSJ Education Program students.
- 1996 Secured a \$13,000 Solo Cup Middle School Grant, St. Michael School, Chicago, IL
- 1994 Secured a \$10,000 Solo Cup Middle School Grant, St. Michael School, Chicago, IL
- 1993 Secured a \$5,000 Mazza Foundation Grant, St. Michael School, Chicago, IL
- 1989 Secured a \$5,000 Solo Cup Preschool Grant, St. Michael School, Chicago, IL

Academic Accomplishments

- 2010 Collaboratively designed and hosted a fund raiser for education scholarships
- 2010 Collaboratively researched and designed the Peace Corps Service degree at CCSJ
- 2010 Selection Committee member for The Angel Award
- 2009 Designed, collaboratively organized and led a CCSJ service team to New Orleans
- 2009 Assisted in the design and presentation on *sustainability* at CCSJ
- 2009 Completed the Virtus Child Sexual Abuse Training (CCSJ)
- 2009 Collaboratively designed and hosted a fund raiser for education scholarships
- 2009 Selection Committee member for The Angel Award
- 2008 Selection Committee member for The Angel Award
- 2006 Mentor Coordinator: Council of Independent Colleges
- 2003-2005 Mentor for new Chief Academic Offices (6 total)
- 2005 Assistant Mentor Coordinator: Council of Independent Colleges
- 2005 Final Editor/layout, CCSJ Faculty Handbook
- 2005 Study: *Effectiveness of CCSJ Transition to Teaching: Three Years Later* (Present)
- 2004 Developed hybrid course utilizing *Blackboard* (Distance learning)
- 2004 Principle Reviewer/Editor Law Enforcement Administration Assessment Report

2004	Principle Editor	CCSJ Assessment Report
2004	Principle Author/Editor	<i>Request for Approval of Institutional Change: Law Enforcement</i>
2004	Principle Author/Editor	<i>Educator of the 21st Century: CCSJ Education Program, Institutional Report</i>
2004	Principle Author/Editor	<i>CCSJ Master of Science in Education: Leadership in Teaching</i>
2001	Principle Author/Editor	<i>NCA Self-Study Report</i> (Collaborated with team)
2001	Principle Author	<i>Model for Implementing New Programs</i> , Clark, Dvorak
2000	Principle Editor	<i>CCSJ Assessment Plan 2000-2005 Improve Student Learning Outcomes</i>
1999-2005	Principle Designer	<i>CCSJ Fact Book</i>
1998	Principle Author/Editor	<i>Educator of the 21st Century</i>
1998	Principle Author/Editor	<i>Reading the Signs of the Times: Designing Our Future</i>
1998	Author	<i>Content Analysis of Six Selected Roman Documents</i>
1998	Author	<i>Content Analysis of Diocesan Documents</i>
1997	Principle Author/Editor	<i>CCSJ Academic Principles</i>
1991-1994	Supervisor of Graduate Students, Catholic Theological Union, Chicago, IL	

Community Service

2009- Present	Leadership Committee	Member
2008- Present	Bishop Noll Institute Board	Member
2007- Present	Advisory Council; St. John the Evangelist School	Member
2007- Present	Ancilla Domini Sisters, Inc Investment Committee	Member
2004-2006	Bishop Noll Institute Board	Chair: Development Committee
2003-Present	St. Mary Medical Center Board and Improvement Committee, Vice President of the Board	Chair of Quality Assurance
2001-2006	South Metropolitan Higher	Institutional member; President's Representative
2000-Present	St. Joseph's College	Fellows member
1999-2005	Administrative staff to Board of Trustees	Academic Affairs
1999	Board of Trustees Faculty Representative	Finance Committee
1998	Board of Trustees Faculty Representative	Finance Committee
1997-2006	Ancilla College Board Member	Academic Affairs Committee
1997	Technology Council	USF Department Representative

- 1996 Assistant to the Dean of Student Services, Laney College, Oakland, CA
- 1996 Compiled and designed *Symposium Proceedings*, USF, San Francisco, CA
- 1996 Produced Working Database for Western Association of Schools and Colleges. St. Felicitas School, San Leandro, CA
- 1996 Educational Presenter, Faculty In-service presenter: *Catholic Identity*
St. Anne Elementary School, Salt Lake City, UT
- 1996 Directed data input for NCEA Publication, USF
- 1991-1995 Ancilla College Board Member, Development Committee
- 1986-1989 St. Mary's Hospital, Ethics Committee Member, East St. Louis, IL
- 1985-1989 Catherine Kasper Center, Board Member, East St. Louis, IL

Calumet College of St. Joseph and Local Community Service Experience

Contributions to Increased Social Welfare

- 2009 New Orleans helping Hands: Designed/led team of 13 in a service learning experience.
- 2007 Guatemala Experience: *We Are Family* 2007.
- 2005 Guatemala Experience: *We Are Family* 2005. Invited CCSJ Board members to sponsor a student for 2006 at \$500. Secured commitments for students.
- 2004 Member of the CCSJ Book Club
- 2004 Initiated, designed (with others) and implemented a year-long program entitled: *Simple Maxims from Women of Wisdom*, PHJC Community
- 2003 Guatemala Experience: *We Are Family* inaugural group. Assisted with pictures and presentations about experience.
- 2000 Habitat for Humanity: Worked on the building of houses

Poor Handmaids of Jesus Christ Mission, Ministry Development and Publications

Board, Committee, and Service Contributions:

- St. Mary Medical Center, Hobart, IN, Board of Trustees member, vice president of the Board, chair of Quality Assurance and Performance Improvement
- Ancilla Domini Sisters, Inc. Investment Committee member
- Leadership Committee leader/member
- Delegate to the General Chapter, Europe 2007, delegate
- Justice in the Church Committee, member
- Provincial Chapter Steering Committee, member
- Provincial Chapter of Elections and Affairs, delegate
- Mission Concerns Committee, area representative

- PHJC Vocation CD-one of four featured PHJC's
- *No Gift Too Small*: PHJC legacy CD, participant and soloist

PHJC Publications

- 2005 Living the Call of Catherine Today: Reflections on Our Missions in Mexico
Word Gathering, Fall 2005, PHJC Communications, Donaldson, IN
- 1996 Learning Goes Beyond the Knowledge of Books
Word Gathering, Fall 1996, PHJC Communications, Donaldson, IN
- 1982 An Environmental Scenario
PHJC Communications, Donaldson, IN

Appendix CC

Supportive Documentation for Boys & Girls Club

Supportive Documentation for After School Programs Boys and Girls Club

There is much data that supports after-school programs and services, and how after-school programs like a Boys & Girls Club add to, or help youth by supporting what is learned during time in-school.

According to a recent study conducted by Stanford University, social service agencies offer the kind of programs needed most by today's young people. The study states that young people do not just want a "safe place to go," they want exciting learning opportunities through necessary community collaborations. The study further demonstrates that community initiatives, like a partnership between Boys & Girls Clubs and Campagna Academy, can have a real impact on youth, particularly in low-income areas.

In 1992, a landmark report titled "A Matter of Time: Risk and Opportunity in the Nonschool Hours," a report of the Task Force on Youth Development and Community Programs – Carnegie Corporation, reiterated the need for after-school, youth development services. The report stressed the importance of creating networks of community support for young adolescents during non-school hours. The report paid special attention to the needs and interests of youth from low-income families and of diverse backgrounds. What the report revealed is that young people have a great deal of discretionary time. What does this mean? Much of a young person's time is unstructured, unsupervised, and unproductive. The report revealed that only 60% of adolescents' waking hours are committed to such essentials as school, homework, eating, chores or paid employment while 40% of those waking hours are considered discretionary. Further, many of these young adults spend much of this time alone. Through a series of surveys and focus groups, what was discovered is that young people want more regular contact with adults who care and respect them, more opportunities to contribute to their communities, protection from the hazards of drugs, violence, and gangs, and greater access to constructive and attractive alternatives. Community-based organizations, like the Boys & Girls Clubs, can provide enriching and rewarding experiences for young adolescents – particularly during non-school hours, and often youth in such after-school programs put their school-learned knowledge to use.

More recently, Boys & Girls Clubs of America commissioned Harris Interactive in 2007 to conduct a survey of Club alumni to assess their experience and impact a Boys & Girls Clubs had on their lives. Alumni interviewed and surveyed reported that participation in a Boys & Girls Club had both immediate and long-lasting impact on their lives. In fact, 57% of alumni said the Club saved their life (up 5% from a survey conducted in 1999), and 91% stated they were satisfied with their adult life. In terms of education, and despite many challenges faced by many Club members, they equal or exceed the U.S. population in academic attainment. At the time the survey on Boys & Girls Clubs alumni was conducted, the number of Americans who did not finish high school totaled 16%, while the percentage of Club alumni in the same category was only half that. Nine in 10 Club alumni were graduating from high school, compared to 85% at the national level. What this data demonstrated that Boys & Girls Club alumni are just as likely as the general U.S. population to earn a college degree. Finally, the Harris poll also demonstrated the positive impact staff of Boys & Girls Clubs had on Club alumni who attended the Clubs during non-school hours. Club alumni acknowledged and recognized the positive effects adult staff members hand on various aspects of their lives – as children and adults – including: knowing right from wrong – 85%; self-confidence – 82%; self-esteem as a child or adolescent – 78%; learning good leadership skills – 77%; having someone to talk to – 76%; having goals and aspirations – 67%; and the ability to avoid difficulty with the law – 67%. The statistics listed above are percents noting positive responses.

With surveys distributed to local youth, Boys & Girls Clubs of Northwest Indiana note similar responses with current Boys & Girls Club members, and their satisfaction with our after-school programs. Below is our unique selling point – what makes us different than other youth serving organization. The chart below is not to say that other agencies are “not contributing” to the after-school development of youth, rather it is demonstrating what Boys & Girls Clubs focus in upon in our after-school programs and services.

Boys & Girls Clubs Uniqueness

What sets us apart?

Primary Elements	Service to Youth	Dedicated Youth Facility	Daily Access/ Programs	Trained Professional Program Staff	Focus: At Risk Youth	Programs for Teens	Low Membership Dues
Boys & Girls Clubs	✓	✓	✓	✓	✓	✓	✓
Camp Fire	✓						
Scouts	✓					✓	
YMCA/ YWCA	✓		✓	✓		✓	
Big Brothers/Big Sisters	✓			✓		✓	

Appendix DD
Incentive Policy for
Student Performance

Incentives Based on Student Performance Academic Year 2009-2010

Policy

An incentive pay schedule will be based on student performance on the End of Course Assessments (ECA's).*

Procedure

- Faculty Teams** work with assigned course/students for the semester.
- Faculty Team prepares students for the ECA to be administered in June 2010.
- ECA results determine the level of incentive pay. Incentive pay will be included in the paycheck two weeks after the ECA results arrive and a determination of the level of incentive pay will be confirmed by the principal.
- Principal will send formal notice to the Payroll Department stating the level of pay incentive for each of the faculty members identified.
- If a substitute teacher has taught the ECA course for an extended period of time (minimum of 45 days), student performance will determine incentive pay as well.

Incentive Pay Schedule

<i>Percentage of Students Passing ECA</i>	<i>Incentive Pay</i>
40- 49%	\$500
50-59%	\$1000
60-69%	\$1500
+70+	\$2000

*End of Course Assessment for the 2009-2010 school year include: Biology, Algebra I, English 10.

**Faculty Team consists of the teacher or teachers assigned to collaboratively teach the